

Study of the age differences in children's values.

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Thesis

A Study of The Age Differences
In Children's Values

Submitted By
Juanita Howard Hazelton
(B.S.in Ed., State Teachers College, North Adams, 1934)

In Partial Fulfillment of Requirements
For The Degree of
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First Reader: Howard L. Kingsley, Professor of Education
Second Reader: Guy M. Wilson, Professor of Education
Third Reader: Marie C. Powell, Associate Professor of
Religious Education

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In preparing this study, the writer is greatly indebted to Professor Howard L. Kingsley, whose broad stimulating outlook and keen appreciation of the problem involved, revealed the possibilities of this investigation; to Professor Whittier L. Hanson for advice on certain techniques of research; to the teachers and pupils of certain schools in Greenfield, Turners Falls, Orange, and Amherst, Massachusetts, who were sufficiently interested to submit to interview or to respond to the questionnaire and to make this study possible; to others whose help is not specifically acknowledged but valued: To all these sincere thanks is extended.

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CHAPTER I.

INTRODUCTION

I. Brief Historical Background

The term "value", as used in modern Psychology, may be said to come from Spranger.(1) Spranger classified men into six types, each type characterized by the elevation of a system of values to the dominant place in the determination of his actions, and in the evaluations of people, his accomplishments, and the results of his work. These types are as follows:

The theoretical man, who is definitely interested in the discovery of truth.

The economic man, interested in social standing, political faith, and international policy. His idea of success is the accumulation of concrete evidences of wealth.

The aesthetic man, places beauty above everything else.

The social man, loves his fellow men. He is humanistic, sympathetic, and kind. He is charitable and unselfish.

(1) E. Spranger, Types of Men: The Psychology and Ethics of Personality pp. 109-246

The political man, is interested in power, he desires to be the leader, and craves the chance to show his influence.

The religious man, is interested in service and self-abnegation. He is submissive to Divine Power.

No man belongs entirely in one group, and nearly everyone embraces all of these values, but their place and strength varies with the individual.

A recent and promising contribution is A Study of Values (2) which is based on Eduard Spranger's "Types of Men", and has as its objective "the measurements of the relative prominence of six interests or motives in personality," including the theoretical, economic, aesthetic, social, political, and religious.

The study is composed of two parts: Part One contains thirty items to which one hundred and twenty different responses are possible; and instructions for answering the fifteen items of Part Two make possible a total of three hundred and sixty different responses. "Statistical studies of the reliability of the differences between certain groups, indicate that they are highly significant". (3)

(2) G.W.Allport and P.E.Vernon, "A Test for Personal Values" Journal of Abnormal and Social Psychology pp. 231-248

(3) E.W. Tieg, Tests and Measurements for Teachers p.431

Freeman was the first to make an extensive application of Spranger's concept of values and used 'value' as a dynamic concept in the interpretation of social behavior. Dr. Judson Rea Butler followed his lead in his thesis on "The Social Psychology of Values," in which he attempted a detailed analysis of the genesis of 'value,' and related its origin to the newer theories and discoveries in the field of learning.

2. The Problem

To 'value' is to appreciate, to realize the worth of the object of one's consideration. We 'value' those things we want, and conversely, we want those things we 'value'.

Our life values should not remain static for very long. Each new experience reveals to us new strengths and weaknesses within ourselves, and in the world in which we live. Our 'values' should change and grow with each new experience.

As we grow mentally and physically, our 'values' change. Teachers, using values as a motivating force in learning, recognize that these values change, so they are faced with the problems:

What changes in values are found at different age levels?

What are the significant changes from one age group to another?

What sex differences are there in these changes?

How can we utilize this knowledge in our classrooms?

3. Review of Previous Studies

This research concerns the values of Children of the first grade, the fifth, grade, the ninth grade, and the twelfth grade, with special emphasis upon the changes which take place in values with increasing age.

A great deal of work has been done on "Values," but this phase of Educational Psychology has not been treated.

Studies have been made upon Interests by the following:

Interests of Women in Occupations by Mary Hogg

Interests of Engineers by E.K. Strong

Permanence of Interests of Adult Men by

E.K. Strong, Jr. and Hope Mac Kenzie

Change of Interests With Age: A study based upon the examination of more than 2000 men between the ages of twenty and sixty and representing eight occupations. by E.K. Strong, Jr.

A Study of Children's Interests (1) was made at Yale in 1939, and A Survey of Children's Likes, Dislikes, Wishes, Ambitions, Phantasies, Pleasant Memories, Unpleasant Memories, and Fears (2) was made at Villanova College in

(1) E.L. Martin, Study of Children's Interests. Yale, 1939

(2) Sister M. St. Justin Forrest, Survey of Children's Likes, Dislikes, Wishes, Ambitions, Phantasies, Pleasant Memories, Unpleasant Memories, and Fears. Villanova, 1938

1938, by Sister M. St. Justin Forrest.

Although much valuable data was compiled, no definite conclusions were reached and the data did not bear directly upon the present problem.

It is not true, however, to say that the field of values has been overlooked by investigators.

Frederick Wickert has constructed a test for Personal Goal Values in which he attempts to measure the relative strength of nine selected general desires.(1)

Helen M. Richardson in her research on "The Community of Values as a Factor in Friendships of College and Adult Women" concludes that there is a certain amount of association between the resemblance of scores on the Study of Values and the Friend Relationship between adult women.(2)

Pintner, Forlano, and Freedman (3) conclude that the positive correlations with the M.A. and C.A. of the Test of Personality Traits lead to the conclusion that physical maturity and to some extent mental maturity are far more potent in influencing friendship than are the personality traits we have assumed we are measuring.

(1) F. Wickert, Test For Personal Goal Values pp.259-274

(2) Helen M. Richardson, "Community of Values as a Factor in Friendships of College and Adult Women." pp. 303-312

(3) Pintner, Forlano, Freedman, "Personality Traits and Friendship." pp.48-65

Other helpful studies are The Social Psychology of Values by Judson Rea Butler and "The Measurement of Changes in Attitudes and Interests of University Students Over A Ten Year Period" by S.L.Pressey and J. Elliott Janney. This was an inventory of the individual's attitudes toward borderland issues of morals and manners.

4. Need For The Study

The ultimate aim of education today is to educate the individual child, to develop his interests and abilities, and to fulfill his needs.

A child learns when he feels the need for learning a certain thing. He feels the need when he discovers that he is unable to possess or control something he considers to be of value to him. This value may be a material object such as a book, a boat, a bicycle, or a table. In certain cases it may be an ability which is required, such as the ability to play an instrument well enough to play in the band or orchestra, or the ability to do his school work well enough to earn the praise of his teachers and parents.

There are values which are impossible to define except to say that they are the longings to perform an act or to gain a certain kind of knowledge.

A thing is a "value" when a pupil finds or expects to find that it satisfies him. No two people have the same values. "Values" are personal things and each person's values are subject to many changes.

Since the need is the recognition of an individual's inability to possess or control a "value", the teacher's first step in stimulating learning is to create a need

or bring about the recognition by the pupil of his own inefficiency or inability, and arouse the pupil's confidence that the doing of the exercise will bring about, or be the means by which he can fulfill his need.

"In determining the values which will promise satisfaction, the teacher should attempt to satisfy three conditions. Namely:

1. If the value is to serve as a basis for a need, it must be one that the student will appreciate immediately, or can be induced to appreciate.

2. The value must be one that is compatible with our ultimate educational objectives.

3. The relation between the value and the outcomes resulting from the doing of the learning exercise should be intrinsic rather than artificial." (1)

The endeavor to control or appreciate one "value" generally leads to an appreciation of other values.

When a teacher finds a pupil's need or value, she is on the first rung of a ladder. She has found the first link in a chain of values with which she may arouse the pupil to more effective work.

(1) Walter S. Monroe, Directing Learning in the Secondary Schools.
p. 93

When a student is interested he is too busy to become a disciplinary problem. In a busy, interested class, old man trouble has no place and soon slinks disgustedly away.

Upon the teacher is placed the task of developing these needs and helping the pupil to recognize and fill them.

"We should always keep in mind the end of all school education. The pupil is not only to become able, but willing to fulfill the ideal aims of life!"(1)

"The child must be educated toward an enthusiastic belief in the absolute value of the ideal loyalty."(2)

"A spirit of reverence and a spirit of idealism must pervade every school room and fill the child's mind with an enthusiasm for a life of meaning and significance."(3)

"However rich the instruction may be, the work of inspiration gives character and direction to it."(4)

"Enthusiastic belief in the value of the human ideals is the best which a child can gain at the feet of the teacher." (5)

- | | | |
|-----|-----------------------------------------------------|--------|
| (1) | Hugo Munsterberg, <u>Psychology and The Teacher</u> | p. 244 |
| (2) | Ibid | p. 249 |
| (3) | Ibid | p. 249 |
| (4) | Ibid | p. 251 |
| (5) | Ibid | p. 318 |

Here we, as teachers, stand today realizing that boys and girls are crying out their needs to us, if we will heed them. Within these needs lie potential values. We must recognize these values and develop with them those abilities by which the needs of boys and girls are filled.

Teachers ask "What are these values with which we must build?"

"What are the significant changes in values from one age level to another?"

"What use can we make of this information?"

This phase has not been treated. The dominant aim of all teachers should be to find out all she can about the nature of children before she attempts to stimulate and direct their learning.

"Teachers would have more insight into overt behavior if they could obtain more valid and reliable evidence concerning the values held by their students." (1)

Hence a study aiming to discover the changes in "Values" of different age levels seems opportune.

(1) Louis Rath, Approaches to the Measurement of Values.
p. 275

CHAPTER II.

PLAN OF INVESTIGATION

I. The Questionnaire

In attempting to answer the question as to the changing values of children of different age levels, sufficient data have not been assembled to set up a working hypothesis for an experiment, so it was necessary to make recourse to that device of less favorable reputation, the questionnaire, and also its more personal form, the interview with the first grades.

The questionnaire prepared as the backbone of the study contains six questions and may be found in its entirety in Appendix I.

The first question attempted to establish the manifestations of value through the proposed use of money. From it we hoped to learn to what extent children are egocentric, their attachment to home and family, and at what age money really means something to the child.

The second question was formulated to elicit the responses as to whom the boys and girls considered most important and why. With this data we hoped to be able to decide just what values, young people expect those considered important to possess, and whether they were chosen for their relationship to the child or for some other reason.

In the responses to the third question we hoped to bring out those vocations considered to be of value by the children in their own future lives. What type of vocation is outstanding at each level?

The fourth question was concerned with the wishes or needs of the pupil. It asked them to make the one wish they would like to have granted. We were interested to see how practical these wishes were, and whether or not they wished for things for self or for others.

The fifth question appeals to the desire for friends and asks them to name the traits which they believe are desirable. Are friends important simply for what they do for us?

The final question asks for a declaration of what they like to do better than anything else. How selfish are they in what they like to do?

2. The Reliability and Validity

The arguments most often used against the questionnaire as an effective means of obtaining data concern its reliability and validity. I shall not attempt to refute the weakness of this questionnaire in these respects, but it may not be amiss to call attention to certain points.

To increase the reliability of the findings, questions have been asked from several viewpoints. Care has been taken during the process of the interview to maintain an impartial attitude. Occasionally further meaning of a question has been offered when requested, with the precaution not to give ideas which would influence the answer.

To obtain more representative data and meet the criterion that generalizations from introspective data, in order to be valid, must be based on evidence containing divergent expectations, the subjects included all types of boys and girls found in the public school systems with their divergent interests and abilities.

3. The Procedure

When the questionnaires were returned, we took the data and attempted to classify them in as many groups as possible. We found the following groups to be suitable to the material:

1. Most Frequently Mentioned Items
2. The Range
3. For Self-For Others
4. Vocational Interests
5. Leisure Time
6. Citizenship
7. Home and Family
8. Fanciful and Practical
9. Religious
10. Idealistic and Romantic

We classified the subjects as to grade, C.A., M.A., and Sex.

Believing that a "value" fills a felt need, we appropriated the list of Needs by Trow(1) and classified our data under those Needs. The Needs are as follows:

1. Food, Clothing, Shelter
2. Play Activity

(1) William C. Trow, Introduction to Educational Psychology.

3. Effective Effort

4. Beauty

5. Sex

6. Security

7. Prestige

8. Service

Those Needs which did not fit our data were discarded and new ones added when necessary.

A wish is an expressed need, therefore we classified our data using Thomas's Wishes (1) as heads. These wishes are:

1. For New Experience

2. For Security

3. For Response

4. For Recognition

(1) W.I. Thomas, The Unadjusted Girl

4. The Subjects

The subjects were selected from school systems, chosen at random, where there were all types of children. The typical classroom which the average teacher faces with its differences in home background, intelligence, and age seemed, from our viewpoint, and that of the teacher's work, as the best.

We chose grades one, five, nine, and twelve as fairly distant educational levels. The grade grouping was chosen for convenience. The age basis seemed to give a good cross section sampling and the variables within each group should pretty well balance each other.

In grade one we have a total of 106 pupils. There are 50 boys and 56 girls in the group. (Table 1.) The chronological ages vary from 5 years 4 months to 6 years 7 months. The mean chronological age is 6 years 3 months. The mental ages are from 5 years to 8 years 2 months, with a mean of 6 years 10 months. The I.Q.'s range from 80 to 157 with a mean of 110. (Table 2, Figure 1.)

In the fifth grade group were 63 boys and 63 girls making a total of 126. (Table 1) The C.A.'s range from 9 years 10 months to 11 years 4 months with a mean of 10 years and 2 months. The M.A.'s range from 8 years 6 months to 12 years 6 months with the mean 11 years.

The I.Q.'s range from 72 to 132 with a mean of 116.
(Figures 2 and 5)

The membership of the ninth grade group was 272, composed of 89 boys and 183 girls. (Table I) The range of C.A.'s was from 13 years 4 months to 15 years 9 months. The mean C.A. was 14 years 4 months. The M.A.'s ranged from 13 years to 16 years 5 months with 15 years 4 months as mean. The range of the I.Q.'s was from 70 to 143 with the mean at 120. (Figures 3,5)

There were 133 members of grade twelve. Of these 53 were boys and 80 were girls.(Table I) The C.A. range was from 16 years 6 months to 19 years 3 months. The mean was 17 years 8 months. The M.A.'s ranged from 16 to 22 years 4 months, with a mean of 18 years and 5 months. The lowest I.Q. in the group was 90 and the highest 149. The average was at 118. (Table II, and Figures 4 and 5.)

TABLE I. GRADE DISTRIBUTION OF BOYS AND GIRLS

GRADE	NO. BOYS	NO. GIRLS	TOTAL
1.	50	56	106
5.	63	63	126
9	89	183	272
12	53	80	133
Total	255	382	637

TABLE II. A COMPARISON OF C.A., M.A., AND I.Q. FOR
EACH GRADE LEVEL

GRADE	LOW C.A.	HIGH C.A.	MEAN C.A.	LOW M.A.	HIGH M.A.	MEAN M.A.	LOW I.Q.	HIGH I.Q.	MEAN I.Q.
1	5:4	6:7	6:3	5	8:2	6:10	80	157	110
5	9:10	11:4	10:2	8:6	12:6	11	72	132	116
9	13:4	15:9	14:4	13:0	16:5	15:4	70	143	120
12	16:6	19:3	17:8	16	22:4	18:5	90	149	118

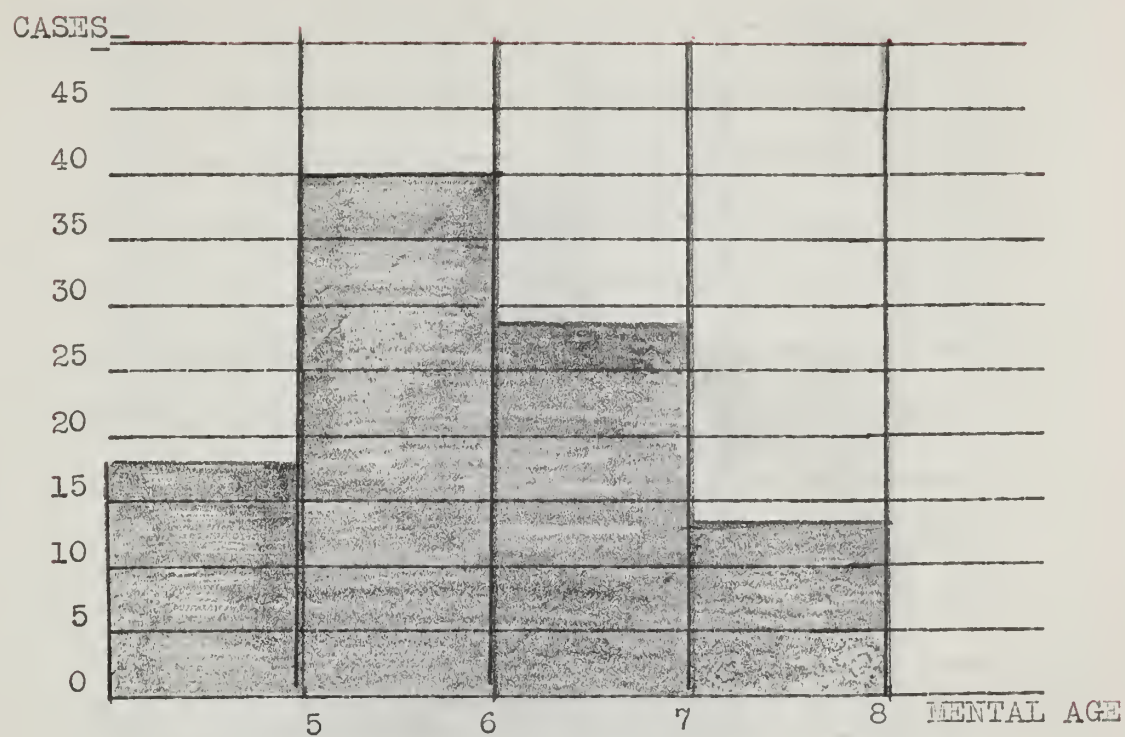


FIGURE 1. DISTRIBUTION OF THE MENTAL AGES OF THE
FIRST GRADE CHILDREN

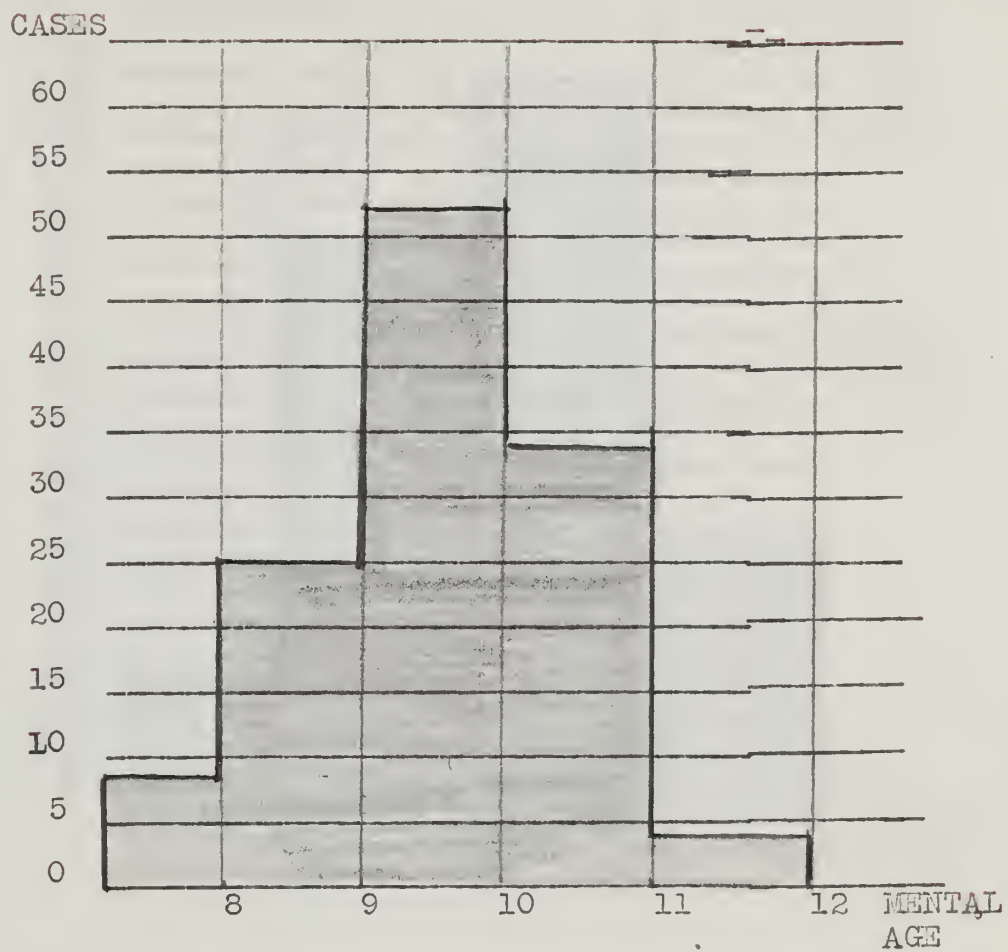


FIGURE 2. DISTRIBUTION OF MENTAL AGES OF FIFTH GRADE PUPILS

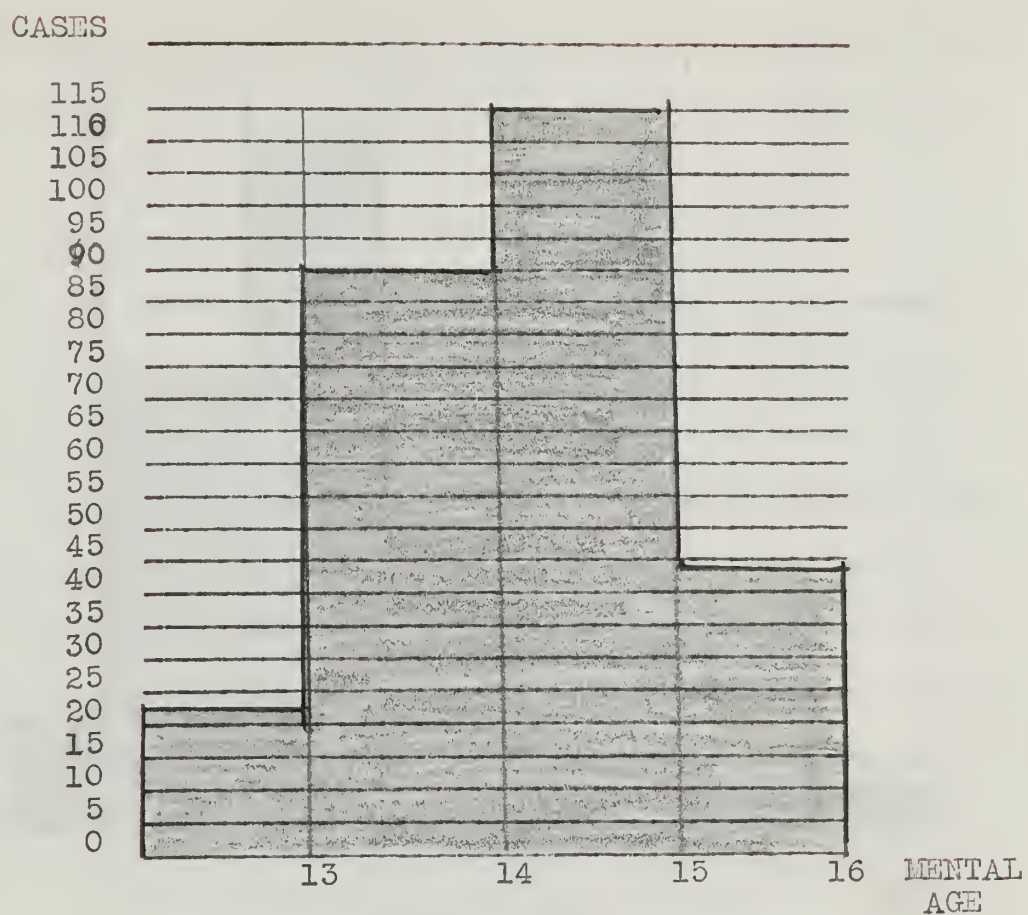


FIGURE 3. DISTRIBUTION OF MENTAL AGES OF THE
NINTH GRADE PUPILS.

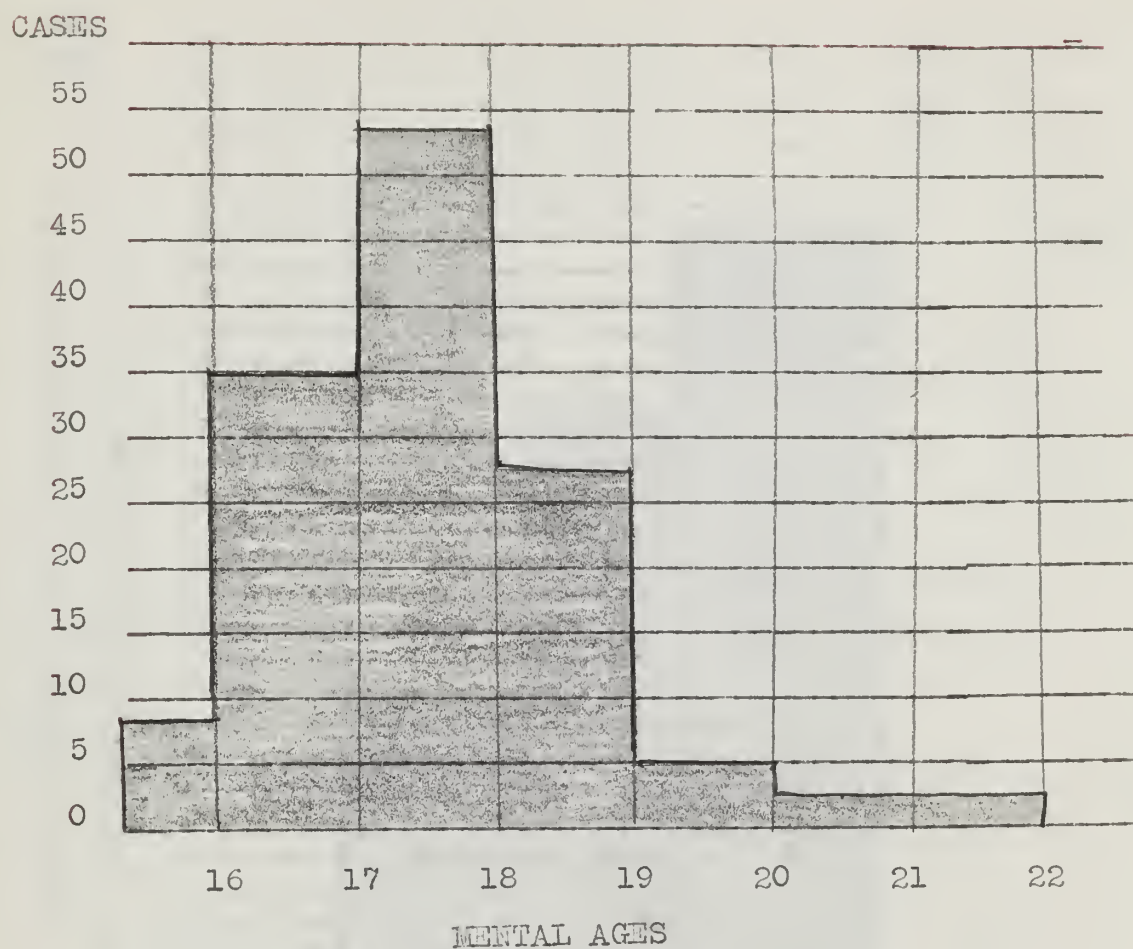


FIGURE 4. DISTRIBUTION OF THE MENTAL AGES
OF THE TWELFTH GRADE PUPILS

MEAN
M.A.

Yr. Mo. _____

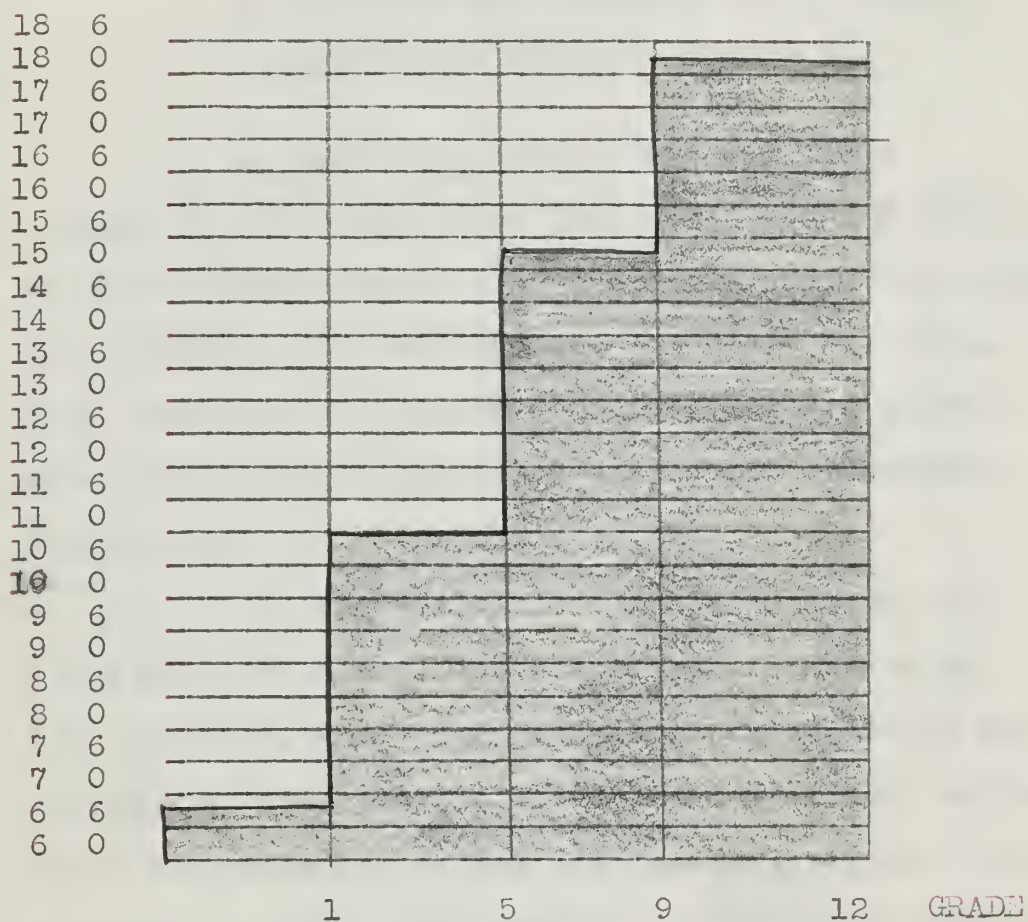


FIGURE 5. MEAN MENTAL AGES FOR EACH GRADE LEVEL

CHAPTER III.

FINDINGS ON THE MANIFESTATIONS OF VALUE AS
AS SHOWN BY THE PROPOSED USE OF MONEY.
RESULTS FROM QUESTION NUMBER I.

1. Most Frequently Mentioned Items

Grade I. When asked how they would spend \$ 1000, the boys invariably replied that they would buy things for themselves to use in play. 16% would buy cars, 12 % bicycles, 8 % electric trains, and 8 % scooter bikes. The things listed are nearly all mechanical. (Table III)

Of the girls, 14 % wanted a house, 13 % a big doll, 7% a car, 7 % a carriage, 7 % a watch, 7 % a scooter, and 7 % a skip rope. These things are all to play with and are for self. 4 % of the replies would buy gifts for mother and teacher. (Table III)

Grade V. At this age level 21 % of the boys chose to put their money in the bank, 11 % to buy a car, 10 % a house for the family, 10 % Defense Bonds and Stamps, and 8 % a pony.

The girls had similar ideas for 24 % would bank the money, 13 % wanted a pony, 10 % a bicycle, 8 % a house for the family, and 8 % a 1942 car for the family. (Table IV)

TABLE III. THE REPLIES OF THE FIRST GRADE BOYS AND
GIRLS TO QUESTION NUMBER I

Boys	No.	%	Girls	No.	%
car	8	16	a house	8	14
bicycle	6	12	a big doll	7	13
a house	4	8	a car	4	7
electric train	4	8	carriage	4	7
			a watch	4	7
scooter- bike	4	8	scooter	4	7
candy	4	8	skip rope	4	7
pony	3	6	candy	3	5
dog	3	6	cart	3	5
cart	2	4	sled	2	4
Defense Stamps	2	4	pony	2	4
games	2	4	doll house	1	2
ball-bat	2	4	raisin bun	1	2
marbles	2	4	golden ring	1	2
cowboy- clothes	1	2	bath salts- mother	1	2
Tom Mix gun	1	2	Monopoly- teacher	1	2
horse	1	2	dishes- stove	1	2
go to circus	1	2	pink dress	1	2
Total	50				

TABLE III. CONTINUED

Boys	No.	%	Girls	No.	%
			kitty	1	2
			bicycle	1	2
TOTAL	50			56	

In one school two of the girls come from a home where the father owns many beautiful horses, and also sells horses for a western trade company. All of the children in the neighborhood spend much of their time at the farm riding, or helping care for the horses. This may be one of the reasons for the great desire for a pony or a horse.

It is also interesting to note that 10 % of the boys would spend for Defense Bonds and Stamps, and 6 % of the girls would buy U.S. Savings Bonds. Apparently the defense idea has not taken root in the minds of the girls at this level.

Grade IX. In this group, 22 % of the boys would put their money in the bank, 18 % suggested saving for vocational education, 14 % would buy Defense Bonds, and 9 % would spend it for clothes.

In the responses of the girls we find, 23 % who would like to buy Defense Bonds and Stamps, 13 % would bank it for future use, 11 % would buy clothes, 8 % would use it for personal needs, and 7 % would use it for a vocational education. (Table V.),

It is interesting to note the increased interest in clothes by both the boys and girls during this period of early adolescence when the sexes begin

to notice one another.

Grade XII. In this grade level, 32 % of the boys suggested buying bonds to aid the government, 13 % a car, 11% would bank it, 5 % would save for education, and 5 % would use it for graduation expenses.

It is of interest that the boys thought of graduation expenses, it apparently was not a problem to the girls.

The responses of the girls showed that 20 % would save for a vocational education, 14 % for clothes, 10 % would buy bonds, 9 % would bank it, and 5 % would like to buy a car. (Table VI)

TABLE IV. THE REPLIES OF THE FIFTH GRADE BOYS
AND GIRLS TO QUESTION NUMBER I

Boys	No.	%	Girls	No.	%
bank	13	21	bank	15	24
car for us	7	11	pony	8	13
house for family	6	10	bicycle	6	10
Defense Bonds	6	10	1942 car	5	8
pony	5	8	(family)		
bicycle	4	6	U.S. Savings		
house-(mother)	3	5	Bond	4	6
a farm	3	5	college	2	3
clarinet	2	3	clothes	2	3
give to father	1	1.5	race horse	2	3
go to theater	1	1.5	trailer	1	1.5
race car	1	1.5	baby sister	1	1.5
give to mother	1	1.5	shoes	1	1.5
keep it	1	1.5	doll house	1	1.5
buy things	1	1.5	give-parents	1	1.5
piano	1	1.5	go to Sun		
dog	1	1.5	Valley, Idaho	1	1.5
give to poor	1	1.5	skating skirt	1	1.5
airplane	1	1.5	build school	1	1.5
Red Cross	1	1.5	Red Cross	1	1.5
violin	1	1.5	clothes	1	1.5
music lessons	1	1.5	(family)		
cow	1	1.5	cow-girl	1	1.5
			(dress)		
			guitar	1	1.5
			furniture	1	1.5
			(mother)		
			horses	1	1.5
TOTAL	63	100		63	100

TABLE V. THE REPLIES OF THE NINTH GRADE BOYS
AND GIRLS TO QUESTION NUMBER I

Boys	No.	%	Girls	No.	%
bank	20	22	Defense Bonds	42	23
voc. Ed.	16	18	bank	24	13
Defense	12	14	clothes	20	11
Bonds			needs	14	8
clothes	8	9	voc. Ed.	12	7
necessities	4	5	travel	10	6
house and	3	3	music	10	6
furniture			family needs	9	5
crippled	3	3	1942 car	8	5
children			books	6	3
travel	2	2	home (mother)	6	3
troops for	1	1	furnishings	4	2
Mac Arthur			for home		
tickets for	1	1	gifts for	4	2
travel			family		
jalopy	1	1	help poor	3	1.6
soda's for	1	1	saxophone	2	1
boys			second-hand	2	1
airplane	1	1	car		
bomber to	1	1	wool for	2	1
bomb Tokyo			knitting for		
food for	1	1	soldiers		
family			lab. equip.	1	.5
motorcycle	1	1	violin	1	.5
divide among	1	1	opera records	1	.5
friends			fur coat	1	.5
have a good	1	1	for mother	1	.5
time			security for	1	.5
			mother		
TOTAL	89	100		183	100

TABLE VI THE REPLIES OF THE TWELFTH GRADE BOYS
AND GIRLS TO QUESTION NUMBER I

Boys	No.	%	Girls	No.	%
Defense Bonds	17	32	voc. Ed.	16	20
car	7	13	clothes	11	14
bank	6	11	bonds	8	10
voc. Ed.	3	5	bank	7	9
grad. exp.	3	5	car	4	5
motorcycle	2	4	pay debts	3	4
travel	2	4	gifts-family	3	4
family-bills	2	4	needs- "	2	3
good time	1	2	clothes	2	3
orgy-spending	1	2	(mother)		
house(mother)	1	2	travel	2	3
invest trade	1	2	marry-home	2	3
necessities	1	2	cooking sch.	1	1
buy for parents	1	2	typewriter	1	1
vocation	1	2	library work	1	1
gov't. taxes	1	2	parent's bills	1	1
camera outfit	1	2	furniture	1	1
spend on girl	1	2	gifts-friends	1	1
elec. refrig-	1	2	go to winter	1	1
erator for			resort		
mother			skating togs	1	1
			honeymoon on	1	1
			cruise		
			everything for	1	1
			mother		
			nothing	1	1
			parent's needs	1	1
			musical ed.	1	1
			desire can't bel		1
			bought		
			donate to hosp.	1	1
			for cripples		
			pay hosp't'l bill	1	1
			teeth fixed	1	1
			fur coat,jacket	1	1
			beauty treatment	1	1
			trip around	1	1
			world		
TOTAL	53	100		80	100

2. The Range Of The Responses

In grade one the fifty boys mentioned seventeen different things, while the responses from the fifty six girls included twenty different items.

There were sixty three boys and sixty three girls in the fifth grade. Both the boys and girls included twenty three different items in their responses. This was an increase over the first grade.

The membership of grade nine included eighty-three boys and one hundred eighty-three girls. The boys responded with twenty different items, while the girls mentioned twenty-three different items. The boys were very reserved in their responses to the questionnaire.

The fifty-three boys of grade twelve responded with mention of nineteen different items, and the girls, whose membership was eighty, gave thirty-one different responses.

The increase in range was very small. The only increase found in the responses from the boys was in the fifth and ninth grades. There was a definite change in the number of the responses for the girls in the twelfth grade.

TABLE VII. THE RANGE OF THE RESPONSES OF THE BOYS
AND GIRLS IN EACH GRADE LEVEL, FOR QUESTION I

Grade	Boys		Girls	
	No. Cases	Range	No. Cases	Range
1	50	17	56	20
5	63	23	63	23
9	89	20	183	23
12	53	19	80	31
Total	255		382	

3. "FOR SELF" VS "FOR OTHERS"

Grade I. At this grade level, 96% of the boys wanted things for self, such as bicycles, electric trains, scooter-bikes, candy, dogs, cowboy clothes, and a Tom Mix Six Shooter gun. Only 4 % said that they would buy stamps for the defense of the country.

The girls thought chiefly of self in their proposed buying. 96 % would buy such articles as a big doll, a carriage, a watch, a skip rope, a golden ring, dolly dishes, and a stove. The remaining 4 % suggested that they would like to buy bath salts for the mother and Monopoly for the teacher.

Grade V. In this grade, 59 % of the boys chose things for self/as: a pony, a bicycle, a clarinet, a piano, a dog, a violin, airplanes, and a cow. In thinking of others, 41 % would buy or give to others. Such responses were: a house for mother, things for the family, give it to father, give it to mother, give to poor, and give it to Red Cross.

In the responses of the girls, we find 78 % chose things for themselves, as: pony, bicycle, college, a trailer, shoes, cowgirl dress, guitar, horses and saddles. The remaining responses (22 %) named, give to the Red Cross, give to parents, clothes for the family, and things for mother.

Grade IX. The boys in this group showed in their replies that 75 % wanted things for themselves, such as clothes, car, necessities, jalopy, airplane, motorcycle, and to have a good time. Only 25 % thought of others and then their responses were : give to family, help crippled children, send troops to Mac Arthur, buy sodas for the boys, food for the family, divide among friends, and buy Defense Bonds.

In their replies the girls showed that 63 % of them would buy things for themselves such as: clothes, personal needs, education, travel, cars, books, and laboratory equipment. The thought of others was shown by 37 % when they mentioned that they would buy the needs of the family, a home for mother, gifts for the family, help the poor, Defense Bonds and Stamps, wool for soldiers, and gifts and security for mother.

Grade XII. In this grade level, 57 % of the boys would buy for self such things as: a car, education, graduation expenses, travel, a good time, camera, and a motorcycle. The 43 % who mentioned things for others listed such things as: family bills, a house for mother, things for parents, spend it on girl, buy a refrigerator for mother, and buy Defense Bonds.

Of the girls, 75 % bought in their imaginations, clothes, college, cars, travel, education along certain specialized lines, typewriters, travel, and music, for themselves. Only 26 % were interested in buying for others and their responses were: gifts for the family, buy things family needs, clothes for mother, pay my parent's bills, buy gifts for friends, and donate to hospitals.

There was a decline in the thought of self in the suggested buying of the boys in the fifth and twelfth grades. The girls showed little change, but in the ninth grade there was a gain in the interest of others and their welfare. The upper grades were less ego-centric in their proposed buying than the first grade, and the boys proposed buying for others to a greater extent than the girls in all grades but the ninth.

TABLE VIII. CLASSIFICATION OF DATA FROM THE
 RESPONSES OF THE BOYS AND GIRLS TO QUESTION
 I UNDER "FOR SELF" AND "FOR OTHERS"

For Self					For Others				
Boys			Girls		Boys		Girls		
Grade	No.	%	No.	%	No.	%	No.	%	
1	48	96	54	96	2	4	2	4	
5	37	59	49	78	26	41	14	22	
9	67	75	115	63	22	25	68	37	
12	30	57	59	74	23	43	21	26	

4. Vocational Interests

Grade I. At this grade level there is no indication of vocational interests in the responses of the boys and girls.

Grade V. In the boy's responses we find 5 % wanting to have a farm to raise things on, but in the replies of the girls there are none mentioned.

Grade IX. The replies of the boys in this grade indicate an increased interest in vocations or training in some particular line of interest, as 18 % expressed such responses as :money for vocational education.

In the girl's answers we find 9 % wanting a vocational education.

Grade XII. The responses of this grade are 11% of the boys and 29 % of the girls referring to a vocational education in their replies.

It is interesting to note that there is no indication of vocational interests in the first grade boys and girls, or by the fifth grade girls. The fifth grade boys show very little. There is a

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greater percentage of interest shown by the ninth grade boys than the twelfth. The girls in the ninth grade show little interest, however, in the twelfth grade, the girls evince the greatest interest of any level, and surpass the boys to a great extent.

TABLE IX. VOCATIONAL INTERESTS BROUGHT OUT BY THE
PROPOSED USE OF ONE THOUSAND DOLLARS

Boys			Girls	
Gr.	No.	%	No.	%
1	0	0	0	0
5	3	5	0	0
9	16	18	13	7
12	6	11	23	29

5. The Use Of Leisure Time

We divided leisure time into two subdivisions namely:

1. Play
 - a. games--sports
 - b. dancing
 - c. running around in car, etc.
2. Travel

Grade I. In this grade level, 96 % bought things, imaginatively, for play, but there is no mention of travel in their responses. These boys mentioned things which they'd like to buy, as: electric trains, cars, scooter-bikes, and the like.

The girls did not mention travel, but 96 % of them would buy things to play with, as : dolls, carriages, scooters, and jump ropes.

Grade V. The boys did not mention travel, but 41 % of them suggested that they would buy things for play as: pony, race car, bicycle, and dog.

The girls mentioned travel in the wish by one pupil to go to Sun Valley, Idaho. The responses from 48 % of the girls showed that they would like to spend the money on things for play. Some mentioned were: pony, bicycle, car, race horse, doll house, and guitar.

Grade IX. In this group 15 % of the boys and 7% of the girls mentioned items for their play or recreational interest. Play interests such as : jalopy, motorcycle, have a good time, and airplanes were mentioned by the boys. The girls listed car, opera records, saxophone, music, and books. Travel is valued by the boys for the first time, with 3 % mentioning travel, and tickets for travel, while 6 % of the girls mention travel.

Grade XII. Of the boys, 23 % chose such play values as car, motorcycle, good time, and an orgy of spending. The girls listed a car by only 5 % of the group. Travel was mentioned by 4 % of the boys and 9 % of the girls.

The desire for cars to run about the country in, motorcycles, and girls to take out for " a good time" increased the boy's percent of "play" values in the twelfth grade.

The "play" value decreases as the grade level increases. The lowest point is reached in the ninth grade for the boys, and increases somewhat in the twelfth grade. There is a steady decline in the responses of the girls to "play" values. There is no mention of travel in the responses of the first grade boys or girls, or by the fifth grade boys. Travel is not mentioned as often by the boys as by the girls.

The first of these is the fact that the United States is a young nation. It is only about 150 years old, and its history is therefore a history of rapid growth and development. The second is the fact that the United States is a large nation. It covers a vast area of land, and its population is one of the largest in the world. The third is the fact that the United States is a diverse nation. It is made up of many different peoples, races, and religions, and this diversity has been one of its strengths.

The fourth is the fact that the United States is a free nation. It is a nation of free men and women, and this freedom has been one of its greatest achievements. The fifth is the fact that the United States is a powerful nation. It has a strong economy, a powerful military, and a strong influence in the world. The sixth is the fact that the United States is a nation of opportunity. It is a nation where anyone can succeed, and this has been one of its great attractions.

The seventh is the fact that the United States is a nation of progress. It is a nation that has always been at the forefront of science, technology, and industry. The eighth is the fact that the United States is a nation of hope. It is a nation that has always been a beacon of hope for people around the world. The ninth is the fact that the United States is a nation of love. It is a nation where people love each other, and this love has been one of its greatest strengths.

TABLE X. CLASSIFICATION OF DATA FOR BOYS AND
GIRLS UNDER LEISURE TIME

Play					Travel			
Boys			Girls		Boys		Girls	
Gr.	No.	%	No.	%	No.	%	No.	%
1	48	96	54	96	0	0	0	0
5	26	41	30	48	0	0	1	1.5
9	13	15	13	7	3	3	10	5
12	12	23	4	5	2	4	6	8

6. The Effect Of The War

The effect of the war upon children will be reflected to some degree in this thesis. Their patriotic values are apparently strengthened by it.

We find 4 % of the first grade boys suggesting that they would spend the money on Defense Stamps. The girls do not mention stamps, or bonds.

In the fifth grade 13 % of the boys would buy Defense Stamps or help the Red Cross, and 10 % of the girls express the same idea.

The number of boys manifesting such citizenship values increases in the ninth grade to 19 %, and the girls of the same grade to 26 %.

In the twelfth grade the boys who think of their country's need continue to increase to 34 % and the girls decrease to 11 %.

The patriotic values of the boys increased steadily at each age level from 4 % to 34 %. There was no indication of any realization of their country's need in the responses of the girls in the first grade. The largest indication of patriotism by the girls was in the responses of the ninth grade. The replies of the boys showed a much greater value laid upon patriotism and the desire to help their country than those of the girls.

TABLE XI. CLASSIFICATION OF DATA FROM QUESTION
NUMBER I, FOR BOYS AND GIRLS IN EACH GRADE
LEVEL, UNDER CITIZENSHIP VALUES

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	2	4	0	0
5	8	13	6	10
9	17	19	48	26
12	18	34	9	11

General and particular of the
 government of the city of London
 and the county of Middlesex

The City of London		The County of Middlesex	
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

7. Appreciation Of Home And Family

Grade I. In this group of boys there is no evidence of thought for mother, daddy, or family. The only evidence present is for self, only. The girls show some thought for others when 4 % desire to buy things for the teacher and for mother. (Table III)

Grade V. Concern for other members of the family is shown by 29 % of the boys and 20 % of the girls. This is shown by the following responses: house for family, house for mother, give to mother, give to father, help the poor, and car for us. (Table IV) The girls mentioned a 1942 car for family, give to parents, clothes for mother, and furniture for mother.

Grade IX. There is a sharp decrease in the upper age levels, and we find only 4 % of the boys and 14 % of the girls mentioning home and family in the things they would like to do with the money. (Table V)

Grade XII. At this age level we find 9 % of the boys and 13 % of the girls who wish to spend their money on their parents or family. (Table VI)

~~Home~~ and family are not mentioned by the boys in the first grade. In the fifth grade they show a great increase in home and family values, but in the ninth and twelfth grade there is a sharp decrease. The girls

in the fifth grade value home and family in their proposed buying to the greatest extent, but this decreases in the ninth and twelfth grades. Except in the fifth grade's responses of the boys, the girls express greater interest in doing things for the home and family than the boys. (Table XII)

8. Practicality Of The Boys

Grade I. The responses of the boys show that 96 % were fanciful in their proposed buying, for they mentioned such things as cowboy clothes, Tom Mix Six Shooter guns, horses, pony, cars, and ~~horses~~.

The girls too, were fanciful in what they would like to buy and responded with ~~big doll~~, a car, a watch, a pony, golden ring, and a pink silk dress.

Grade V. In the responses of the boys, 32 % show practical values. Such responses are bank it, a house for the family, Defense Bonds, a house for mother, give it to mother, and give it to father.

The girl's replies show 32 % are practical in their proposed use of the money, when they say bank it, U.S. Savings Bond, college expenses, shoes, give to parents, and buy clothes for self and for family.

TABLE XII. THE CLASSIFICATION OF THE RESPONSES
OF THE BOYS AND GIRLS AT EACH GRADE LEVEL
TO QUESTION I, UNDER HOME AND FAMILY
VALUES

Gr.	Boys		Girls	
	No.	%	No.	%
1	0	0	2	4
5	18	29	13	20
9	4	4	25	14
12	5	9	10	13

Grade IX. Of the boys, 55 % of the responses were practical such as bank it, vocational education, Defense Bonds, necessities, food for the family, and clothes.

The girls responded with 43 % of the replies being practical as Defense Bonds, bank it, clothes, personal needs, vocational education, needs of the family, wool for knitting sweaters for the soldiers, and security for mother. (Tables V. and XIII)

Grade XII. The boys continue to show an increase in practicality in their responses with 60 % of the replies being Defense Bonds, bank, vocational education, graduation expenses, family bills, invest in the trade stables, necessities, and a camera outfit with which to earn money.

There is a decrease in the number of practical responses by the girls with 38 % valuing vocational education, bonds, clothes, bank, pay debts, needs of the family, save to be married and have a home, and a typewriter. (Tables VI. and XIII)

There is a steady decrease in the fanciful responses of the boys from 96 % to 40 % in the twelfth grade. The girls show by their responses that they are more fanciful than the boys. In the ninth grade the

The first of these is the fact that the medical profession is becoming more and more organized. This is true in all countries, but it is especially true in the United States. The American Medical Association, the American College of Surgeons, the American Association of Physicians and Surgeons, and the American Association of Obstetricians and Gynecologists are all powerful organizations which are working for the betterment of the medical profession and the benefit of the public. They are working for the improvement of the medical education of the students, for the improvement of the medical practice of the physicians, and for the improvement of the medical service of the community. They are working for the betterment of the medical profession and the benefit of the public.

The second of these is the fact that the medical profession is becoming more and more scientific. This is true in all countries, but it is especially true in the United States. The medical profession is becoming more and more scientific in its approach to the study of medicine. It is becoming more and more scientific in its methods of diagnosis and treatment. It is becoming more and more scientific in its approach to the study of the human body and the human mind. It is becoming more and more scientific in its approach to the study of the human condition. It is becoming more and more scientific in its approach to the study of the human condition.

girls are more practical in their responses than at any other level. The boys increase in practicality in their replies from 4 % in the first grade to 60 % in the twelfth grade, but the girls are not so practical. They show no evidence of practicality in their responses in the first grade, in the fifth they increase to 32 %, they show a still greater increase in the ninth grade with 43 % and then the responses which may be called practical decrease to 38 % in the twelfth grade. (Tables VI. and XIII.)

9. Interpretation And Comments

The pupils in the first grade are ego-centric. They value those things which keep them happy and satisfy their wants. They like mechanical toys and pets, and they enjoy excitement and activity.

The fifth grade children are at the age when they are interested in the things and people around them. They are learning to think about others. Sports which demand great activity arouse and hold the interest of this group. They like to give gifts to parents, help the poor, and aid the Red Cross and other charitable organizations. They are less fanciful than the first grade pupils.

Ninth graders are still interested in their own wants and desires. The girls are more thoughtful of others than the boys. The responses of the boys show an increased interest in vocations, but the girls show very little interest in vocations at this time. There is a decrease in "play" values, and the kinds of recreation mentioned were riding in cars, in a jalopy, on a motorcycle, or such things as have a good time, opera records, music of all kinds, and reading. There is evidence of an interest in travel by both sexes. The boys are much more patriotic than the girls in their responses. Both sexes show a great increase in the value laid upon clothes. There is a sharp decrease in the appreciation of home and family as shown by the replies of this group. The boys are more practical than the girls in their wants and wishes.

The boys and girls in the twelfth grade are less ego-centric than the first graders. The boys are more interested in others than the girls of this group. The boys are not as interested in vocations as the ninth grade boys, but the girls evince the greatest interest of any level and surpass the boys in their vocational interests. The boy's "play"

values were increased by the desire for cars in which to run about the country, motorcycles, and girls to take out for a good time. The only "play" value mentioned by the girls was the car. Travel is valued by this group. There was an increase in the number of boys who think of the need of their country, but the number of girls decreased sharply. There is little evident appreciation of home and family in this group. The boys continue to show an increase in practicality, but the girls are more fanciful in their wants and desires.

The boy who wanted an "orgy of spending" explained that he wasn't selfish, that he would soon be doing "his share in the army, but he wanted some fun first."

TABLE XIII. THE CLASSIFICATION OF THE RESPONSES
OF THE BOYS AND GIRLS OF EACH GRADE LEVEL
TO QUESTION I, UNDER FANCIFUL AND PRACTICAL
VALUES

Fanciful					Practical			
Boys			Girls		Boys		Girls	
Gr.	No.	%	No.	%	No.	%	No.	%
1	48	96	56	100	2	4	0	0
5	43	68	43	68	20	32	20	32
9	40	45	104	57	49	55	79	43
12	21	40	49	62	32	60	31	38

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1		2		3		4		5		6		7		8		9		10	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

CHAPTER IV.

FINDINGS ON THE MOST IMPORTANT PERSON IN THE WORLD
RESULTS FROM QUESTION NUMBER II.

1. People Most Frequently Mentioned.

Grade I. The boys in this group chose as the most important person in the world the following:

Pres. Roosevelt	(30 %)
God	(20 %)
parents	(16 %)
mother	(10 %)
Hitler	(10 %)

The girls chose these:

Pres. Roosevelt	(29 %)
mother	(14 %)
God	(11 %)
parents	(11 %)
minister	(9 %)
teacher	(9 %)

God is personalized for these children and very real. It was surprising to find Him mentioned so often in the fifth grade and by the ninth grade girls.

Grade V. This group chose the following persons as the most important to them: The boys listed

Pres. Roosevelt	(33 %)
mother	(19 %)
God	(16 %)
parents	(11 %)
Hitler	(5 %)

The girls mentioned:

Pres. Roosevelt	(39 %)
God	(24 %)

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DEPARTMENT OF CHEMISTRY

PH.D. THESIS

BY

JOHN H. HARRIS

IN

CHEMISTRY

1964

CHICAGO, ILLINOIS

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1964

parents	(11 %)
mother	(11 %)
Uncle Sam	(5 %)

In this grade level we find heroes entering the list such as, Admiral Byrd, George Washington, Barney Oldfield, and Charles Atlas mentioned by the boys, and the teacher, the doctor, the principal, and the army boys in the girls' list. (Table XV.)

Grade IX. The following were named as most important by the boys:

Pres. Roosevelt	(26 %)
Gen. Mac Arthur	(21 %)
Hitler	(16 %)
Theodore Roosevelt	(9 %)
mother	(7 %)
parents	(7 %)

On the girls' list we find

Pres. Roosevelt	(47 %)
Hitler	(27 %)
God	(8 %)
parents	(6 %)
mother	(5 %)

These boys and girls informed us that "Nobody was most important" or " The common person is more important." John Doe was named by one girl.

Grade XII. In this grade the boys mentioned:

Pres. Roosevelt	(36 %)
Hitler	(19 %)
Gen. Mac Arthur	(15 %)
Churchill	(9 %)

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FROM THE FIRST SETTLEMENT
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FROM THE FIRST SETTLEMENT
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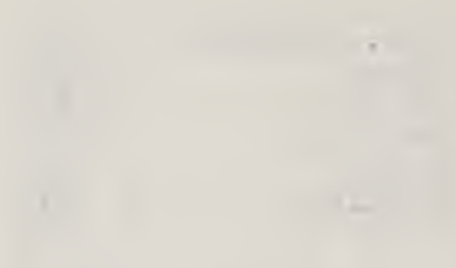
The girls consider as the most important person in the world

Pres. Roosevelt	(28%)
Hitler	(16%)
mother	(13%)
parents	(11%)
Jesus	(9%)
Kreisler	(6%)
No man	(6%)

Other interesting responses by the boys were the priest, the boss, the American people,; and by the girls The Pope, a Sunday School teacher " because she is teaching those who will make our government after the war", and Uncle Sam. (Table XVII.)

President Roosevelt holds first place in the esteem of all the grade levels. The number of the responses mentioning Hitler increases with the grade. The first grade boys mention him but the girls do not. In the other grade levels he is mentioned many times and in the responses of the ninth grade boys, he is named 16 % of the times. The ninth grade girls and the boys and girls in the twelfth grade place him in second place on their lists. (Tables XIV., XV., XVI, XVII) The number of times God is mentioned decreases in the upper grades and is not mentioned at all by the boys in the ninth grade, or by the boys and girls in the twelfth grade. Jesus is mentioned by the twelfth grade

... and ...



... and ...

... and ...

... and ...

girls. There is a definite increase in the mention of world figures such as Winston Churchill, General Mac Arthur, and the Pope in the upper grades. In the ninth grade such responses become common, "nobody is, the common person, John Doe"; and "I don't know anyone more important". In the responses of the first grade boys and girls we find people mentioned who are close to them as God, parents, mother, teacher, and S.S. teacher. In the fifth grade we find heroes taking an important place in the responses. In the ninth and twelfth grades national figures and democratic ideals hold sway in the people whom they mention.

2. The Range Of The Responses

Grade I. The fifty boys listed only eight different people whom they considered important, and the fifty-six girls named nine. (Table XVIII)

Grade V. The sixty three boys mentioned thirteen people and the sixty three girls mentioned eleven.

Grade IX. These boys numbering eighty nine named only nine persons and the one hundred and eighty three girls listed only ten.

Grade XII. The fifty three boys mentioned ten persons and the eighty girls named eleven.

The range was not quite so great for the younger boys and girls. There was only a very slight difference

in the range for all grade levels, but such as appears is in keeping with the greater knowledge and wider experiences of the children in the upper grades.

3. Pupils' Reasons For Choice.

Grade I. The responses of these little people seem to reflect the attitude of their parents in their expressions as to why Pres. Roosevelt is most important to them. Significant responses are: "He is taxing us", "He is trying to stop the war", "He runs the government", "My daddy votes for him," and "He tells us what to do." The feeling of personal service is shown by "He won't let Hitler bomb us" and "He is trying to get us out of war".

God is important to the first grade children because of what he has done for them or for the protection and care which he bestows upon them. The boys' responses to Why God is important are:

He made us,
He made the world,
He takes care of us,
He is good.

The girls give the reasons:

He does things for us
He rules the world
He wrote the Bible

Mother is important to the boys because

she is mine
she loves me
she does things for me

the first of these is the fact that the
the second is the fact that the
the third is the fact that the

THE SECOND OF THESE FACTS

is the fact that the
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the hundredth is the fact that the

THE END

I'm going to marry her.

The girls value mother because

she loves me
she is nice
she doesn't scold
she is dead

The boys think their parents are most important
because they:

buy me things
I love them
they take care of me

The girls reflect a similar attitude concerning
the parents as important:

they are good to me
they buy me things
they take me places

Hitler is apparently important to the boys
because of his wickedness for the responses concerning
him are:

he is in charge of the Germans
he is bad
he will fight us
he bombs people
he has submarines

These answers give us the viewpoint of the
young boy concerning the man. The girls did not mention
him.

The girls felt that the minister was important
because:

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1913

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he tells us stories
 he talks on Sunday
 he talks to God

The boys value Jesus because:

He takes care of us
 He forgives us when we are bad
 He is brave and good
 He loves us

The girls consider Him important because:

He loves us
 we sing to him

The teacher is important to the boys for
 the reason that

she doesn't get cross

The girls like her because:

she is nice to everyone
 she teaches us things
 I like her
 she plays with us
 she is good to us

The girls value the Sunday School teacher
 because:

she is nice
 she gives us papers

Grandpa is important to the girls because:

I love him
 he is good to me

Two of the boys stated that nobody was important
 but no reasons were given.

THE

AMERICAN

REPUBLICAN

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OF

THE

UNITED STATES

OF AMERICA

AND

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TABLE XIV. THE REPLIES OF THE FIRST GRADE
BOYS AND GIRLS TO QUESTION NUMBER LI.

Boys	No.	%	Girls	No.	%
Roosevelt	15	30	Roosevelt	16	29
God	10	20	mother	8	14
parents	8	16	God	6	11
mother	5	10	parents	6	11
Hitler	5	10	minister	5	9
Jesus	4	8	teacher	5	9
nobody	2	4	S.S. teacher	4	8
teacher	1	2	grandpa	3	5
Total	50	100		56	100

TABLE XV. THE REPLIES OF THE FIFTH GRADE BOYS
AND GIRLS TO QUESTION NUMBER II

Boys	No.	%	Girls	No.	%
Roosevelt	21	33	Roosevelt	24	39
mother	12	19	God	15	24
parents	10	16	parents	7	11
God	7	11	mother	7	11
Hitler	3	5	Uncle Sam	3	5
principal	2	3	teacher	2	3
Uncle Sam	2	3	boy in army	1	1.5
commander of	1	1.5	doctor	1	1.5
army			Jesus	1	1.5
Washington	1	1.5	Hitler	1	1.5
Admiral Byrd	1	1.5	principal	1	1.5
Charles Atlas	1	1.5			
The King	1	1.5			
Barney Oldfield	1	1.5			
Total	63	100		63	100

TABLE XVI. THE REPLIES OF THE NINTH GRADE

BOYS AND GIRLS TO QUESTION NUMBER II

Boys	No.	%	Girls	No.	%
Roosevelt	23	26	Roosevelt	86	47
Mac Arthur	19	21	Hitler	50	27
Hitler	14	16	God	15	8
T. Roosevelt	8	9	parents	10	6
mother	6	7	mother	8	5
parents	6	7	nobody	5	3
Churchill	5	6	Mac Arthur	4	2
nobody	4	5	Ben Franklin	3	1.6
common person	4	5	I don't know	1	.5
			John Doe	1	.5
Total	89	100		183	100

TABLE XVII. THE REPLIES OF THE TWELFTH GRADE
BOYS AND GIRLS TO QUESTION NUMBER II

Boys	No.	%	Girls	No.	%
Roosevelt	19	36	Roosevelt	22	28
Hitler	10	19	Hitler	13	16
Mac Arthur	7	15	mother	10	13
Churchill	5	9	parents	9	11
nobody	2	4	Jesus	7	9
father	2	4	Kreisler	5	6
mother	2	4	no man	5	6
Am. people	2	4	Mac Arthur	4	5
priest	2	4	S.S. teacher	2	3
the boss	2	4	The Pope	2	3
			Uncle Sam	2	3
Total	53	100		80	100

TABLE XVIII. THE RANGE OF THE RESPONSES
OF THE BOYS AND GIRLS IN EACH GRADE
LEVEL, FOR QUESTION II

Gr.	Boys		Girls	
	Cases	Range	Cases	Range
1	50	8	56	9
5	63	13	63	11
9	89	9	183	10
12	53	10	80	11

Grade V. President Roosevelt was important to the boys because:

"He is a good man."
"He is the president of our country."
"He keeps us out of war."
"He runs the United States."

He is valued by the girls for the following reasons:

"He is a great president."
"He is our president."
"He ruled the United States."

He is seen as important for his power and ability.
He is a hero in the eyes of both the boys and girls.

Mother was chosen by the boys because:

"She takes care of me."
"She gives me food."
"She cares for me when I am sick."

The girls value her for the following reasons:

"She takes care of you."
"I love her."
"She does things for me."
"She buys me candy."

It would seem that mother is valued by these boys and girls for what she does for their comfort and well being.

God is held important by the boys because:

"He made the world."
"He made us."
"He can do everything."

The sense of the power and greatness of the Almighty

dominates the reasons given by the girls which follow:

"He made the world."
 "He is holy."
 "He can do everything."
 "He rules the world."

Parents are important to the boys because:

"I get what I want from them."
 "They are good to me."
 "They love me."
 "They take care of you."
 "They support me."
 "They spoil us children."

The girls value them because:

"They do everything for me."
 "They love me."
 "They buy things for me."

Hitler is important to the boys for the reasons:

"If he beats England and Russia you can't stop him."
 "He is warring on us."
 "He is so bad he is important."

The girls express one reason, which is:

"He is fighting to beat us."

Uncle Sam is personalized and important to these boys because:

"He gave us freedom."
 "He looks after us."

The girls express a similar attitude in their reasons which are:

"He gave freedom to us."
 "He is important to Americans."
 "He is never afraid."

The principal is mentioned by the boys because:

"He makes us behave."

"He is a good man."

and by the girls because:

"He teaches me the right things to do."

Other interesting responses were:

"A boy in the army--he is fighting for the U.S.A. (a girl)

"The commander-in-chief of the army--he makes all the laws and rules of the army and plans the maneuvers." (a boy)

"A teacher because she is kind and teaches us right from wrong." (girl)

"A doctor--he saves people from dying." (girl)

"Washington--won us our independence." (boy)

"Admiral Byrd--he goes to the Antarctica where there are icebergs. He gets penguins." (boy)

Grade IX. The boys chose President Roosevelt because:

"He not only fights for peace, but against infantile paralysis." (this child is receiving treatment for this dread disease.)

"He will aid the Latin American Countries."

"He will lead us to victory."

"The world looks up to him."

"He will lead us to victory."

The president is important for what he is doing for us and for others. To the girls he is important because:

"He is working for the world."

"He is helping."
"He is the head of our country."
"He will lead us to victory."
"We need him to win."

The boys consider General Mac Arthur important because:

"He is a brave general."
"He is brave."
"He is beating the Axis."
"Our freedom depends upon him."

His importance to the girls lies in the fact that he:

"Is a great leader."
"Keeps the Japs busy."
"Is brave."
"Can make his men do anything."

Hitler is important to the boys because:

"He has ruined the world."
"Everyone fears him."
"He is ruining our lives."
"He started this war."
"He is killing democracy."
"No one knows what he will do next."

The responses of the girls follow a similar trend when they reason:

"He is a world wide trouble maker."
"He is Public Enemy Number I."
"HE has destroyed millions of lives."
"He has stirred up disorder."

The boys did not mention God, but the girls considered Him important, and some of the reasons for the choice are given:

"He made our world."
 "No one can come up to God."
 "He is the Creator of all things."
 "He represents the good in all mankind."
 "He controls the powers of evil in the world."
 "He can stop Hitler."

Parents are mentioned by both boys and girls.

The boys reason:

"We owe our being to them."
 "They will see me through my way in life."
 "We aren't much without them."
 "We owe them everything."

and to the girls they are important because:

"They will lead us to our goal in life."
 "We owe our lives to them."
 "Without them we are helpless."
 "They support and educate us."
 "We should remember all they do for us."

Mother is valued by the boys because:

"We need her aid in life."
 "She cares for us."
 "She helped us to see life clearly."
 "She is our best friend."

and by the girls:

"She goes without things for us."
 "She has great patience with us."
 "I am honestly proud of her."
 "She has made me all I am."
 "We owe our lives to her."

Theodore Roosevelt was important to the boys
because:

"He was a brave soldier."

"He was a great man and loved the out-of-doors."

Winston Churchill won the boys because:

"He has courage and bravery."

"He uses his brains."

"He is a great leader."

"He will lead the way to victory."

The girls chose Benjamin Franklin because:

"He discovered electricity."

"He wrote cute proverbs."

"He was important and brave."

Other responses which were outstanding were:

"Nobody--the common person makes up the nation."

"No one is any better." (boys)

"The common man is the world."

"God intended no man to be any better."

"No one is better than anyone else." (girls)

The common person because: "he will show us
what to do."

"The world is made up of common folks."

"The common man has a vote." (boys)

"John Doe-- he and his kind will win the war for
us, turn the wheels of industry, and sacrifice
their lives for freedom." (girls)

Grade XII. The boys gave the following reasons for choosing President Roosevelt:

"He has the policies of the world to attend to."

"At the word from him a great war machine is set in action."

"He personifies the love of peace of the American people."

"He is the most sincere and honest person in America."

"He is the first president to serve three terms of office at one stretch."

"He lives when we do."

Other very interesting reasons may be found on Table XXII. The girls chose him for similar reasons as:

"He is a great leader."

"He has done much for this country of ours"

"He is the greatest man in the world."

"He is the central figure in politics."

"He has the courage and ability to lead us."

To both the boys and girls he is important because of his power, ability, ideals, and reputation.

Hitler was chosen as second in importance by both the boys and girls and some of the reasons are most interesting. Some of the reasons given by the boys are:

"He has the most developed way of thinking, and thorough way of doing things."

This boy is of German parentage, and in the vicinity of this school we find many German sympathizers. He states in his paper: "I am not pro-Nazi, but I can see the good points of Hitler."

Other reasons are:

"Hitler is a tyrant."
 "Our future depends upon his power."
 "He has complete control over his people."

and the girls say :

"He is the cause of all strife."
 "He started the war."
 "He is a cruel animal."
 "His death would save us."
 "He wrote his plans to warn us, but we wouldn't believe him. He was honest with us."

General Mac Arthur was chosen by the boys for:

"He is a great general."
 "His men will go anywhere with him."
 "He is fearless and others fear him."
 "He is a good American."

and the girls listed him because:

"He is a brave, fearless general."
 "He is a man the Japs are afraid of."

Winston Churchill was chosen by the boys because:

"He is a wise leader"
 "He is a helper for the English."
 "He is not afraid to say what he thinks."

Nobody or No Man was mentioned by the boys because:

"No man is greater than another."

and the girls reasoned:

"No man is indispensable."
 "No one is important except to himself."

Father was chosen by the boys because:

" He gets me out of trouble."
 " He is my pal and great chum."

Mother is considered important to boys for:

"She loves me and does things for me."

"She is my best friend."

and by the girls because :

"She is always willing to help."

"There is only one mother."

"She takes pleasure in doing for others."

"She thinks of me first."

"She risked her life for me." (This child's life was saved by her mother who was badly burned--disfigured for life.)

On Tables XIX., XX., XXI., and XXII. are many interesting responses as to why the people chosen were considered most important, but perhaps it would be timely to mention briefly a few of the more outstanding responses; such as:

The American People--"They are ready to fight for freedom."

"They love their country and will protect it."

The priest--"He teaches people and intercedes for us."

"He helps us to be brave."

The boss--"He helps us to keep or lose our job."

"He is the most important man on the job."

The above responses were made by the boys. The girls mentioned:

Jesus--"He is a spirit which will live forever in the hearts of men."

"He is alive to those who believe in Him."

"He is responsible for our being here."

"He influences our lives."

Kreisler--"He is a famous violinist."
"He makes beautiful tones."

Sunday school Teacher--"She influences the future
citizens and law-makers of
this country."

The Pope--"He tried to settle world problems by
arbitration."

Uncle Sam--"He keeps us united."

TABLE XIX. CLASSIFICATION OF THE RESPONSES OF THE
BOYS AND GIRLS OF GRADE ONE AS TO WHY PEOPLE ARE
IMPORTANT

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>I. Pres. Roosevelt</u>			<u>I. Pres. Roosevelt</u>		
Takes care of country	2	4	Takes care of country	3	5
Trying to stop war	2	4	He is president	2	4
He runs the govern- ment	2	4	Daddy votes for him	2	4
He tries to keep us out of war	2	4	He talks nice	2	4
He is a big man	2	4	He won't let us fight	2	4
He talks on radio	1	2	He is brave	2	4
He is our president	1	2	He tells us what to do	1	2
He lives at the White House	1	2	He knows the soldiers	1	2
I like him	1	2	He won't let Hitler	1	2
He is taxing us	1	2	bomb us		
Total	15	30	Total	16	29 *
<u>II. God</u>			<u>II. Mother</u>		
He made the world	3	6	She loves me	3	5
He made us	2	4	She is nice	2	4
He takes care of us	2	4	She doesn't scold me	2	4
He is good	1	2	She died	1	2
He talks in church	1	2			
I say prayers to Him	1	2			
Total	10	20	Total	8	14

* The percent for individual items under each division is given in the nearest whole number. The totals are calculated in terms of the actual percent of the whole.

TABLE XIX. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>III. Parents</u>			<u>III. God</u>		
They buy me things	4	8	He does things for us	3	6
I love them	2	4	He rules the world	1	2
They care for me	1	2	He wrote the Bible	1	2
They are nice	1	2	I love Him	1	2
Total	8	16	Total	6	11
<u>IV. Mother</u>			<u>IV. Parents</u>		
She is mine	1	2	They are good to me	2	4
She loves me (her)	1	2	They buy me things	1	2
I'm going to marry	1	2	They take me places	1	2
She does things for us	1	2	They give me gifts	1	2
She takes me with her	1	2	I love them	1	2
Total	5	10	Total	6	11
<u>V. Hitler</u>			<u>V. Our Minister</u>		
He's in charge of the Germans	1	2	He tells stories	1	2
He is bad	1	2	He talks on Sunday	1	2
He will fight us	1	2	He teaches us	1	2
He bombs people	1	2	He talks to God	1	2
He has submarines	1	2	He is nice	1	2
Total	5	10	Total	5	9
<u>VI. Jesus</u>			<u>VI. My Teacher</u>		
He cares for us	1	2	She is nice to us	1	2
He forgives us when we are bad	1	2	I like her	1	2
He is brave and good	1	2	She teaches us	1	2
He loves us	1	2	She plays with us	1	2
Total	4	8	Total	5	9

TABLE XIX. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>VII. Teacher</u>			<u>VII. S.S. Teacher</u>		
She doesn't get cross	1	2	She gives us papers	1	2
			She is nice to us	1	2
			She teaches us about God	1	2
			I like her	1	2
Total	1	2	Total	4	8
<u>VIII. Nobody</u>			<u>VIII. Jesus</u>		
No reason	2	4	He loves us	1	2
			He cares for us	1	2
			We sing to Him	1	2
Total	2	4	Total	3	6
			<u>IX. Grandpa</u>		
			He is good to me	1	2
			I love him	1	2
			He shows me the cows	1	2
			Total	3	6

TABLE XX. CLASSIFICATION OF THE RESPONSES OF THE
BOYS AND GIRLS OF GRADE FIVE AS TO WHY PEOPLE
ARE IMPORTANT

BOYS			GIRLS		
Reason	No.	%.	Reason	No.	%.
<u>I. Pres. Roosevelt</u>			<u>I. Pres. Roosevelt</u>		
He is a good man	4	6	He's a great man	8	13
He is president	4	6	He's president	6	10
He keeps us from war	3	5	He rules the U.S.	2	3
He runs the U.S.	2	3	He is in charge	1	1.5
He is a great pres.	1	1.5	He does things for	1	1.5
He helps the army	1	1.5	us		
He is honest	1	1.5	He has supplies made	1	1.5
He knows about war	1	1.5	He knows more	1	1.5
He has power to	1	1.5	He can keep us out	1	1.5
defend us			of war		
He is the head of	1	1.5	He cares for our	1	1.5
our country			troubles		
I like him	1	1.5	He does a lot for	1	1.5
He is the best man	1	1.5	defense		
in the world					
Total	21	33	Total	24	39
<u>II. Mother</u>			<u>II. God</u>		
She takes care of me	3	5	He made the world	3	5
She gives me food	2	3	He is holy	3	5
She cares for me when	2	3	He made us	2	3
I am sick			He can do everything	1	1.5
I love her best	1	1.5	He rules the world	1	1.5
She shows me the	1	1.5	You can trust Him	1	1.5
right road in life			I love Him	1	1.5
I like her	1	1.5	He gives gifts	1	1.5
She is kind	1	1.5	He watches over us	1	1.5
If I had no mother,	1	1.5			
I would have to live					
with relatives					
Total	12	19	Total	15	24

TABLE XX. CONTINUED

BOYS			GIRLS		
Reason	No.	%.	Reason	No.	%.
<u>III. God</u>			<u>III. Parents</u>		
He made us	2	3	They do things for me	3	5
He made the world	2	3	They love me	1	1.5
He can do anything	2	3	They buy me things	1	1.5
He wrote the Word	1	1.5	They buy my needs	1	1.5
He cares for us	1	1.5	I love them	1	1.5
He sends floods when we are bad	1	1.5			
Total	10	16	Total	7	11
<u>IV. Parents</u>			<u>IV. Mother</u>		
I get what I want	1	1.5	She takes care of me	1	1.5
They are good to me	1	1.5	I love her	1	1.5
They love me best	1	1.5	She does for me	1	1.5
They care for me	1	1.5	She buys me candy	1	1.5
They support me	1	1.5	She is ready for me	1	1.5
They spoil us	1	1.5	She makes good food	1	1.5
Total	7	11	Total	7	11
<u>V. Hitler</u>			<u>V. Uncle Sam</u>		
If he beats England you can't stop him	1	1.5	He gave us freedom	1	1.5
He is warring on us	1	1.5	He is important to Americans	1	1.5
He is so bad, he's important	1	1.5	He is never afraid	1	1.5
Total	3	5	Total	3	5
<u>VI. Principal</u>			<u>VI. A Teacher</u>		
He makes us behave	1	1.5	We learn from him	1	1.5
He is good	1	1.5	She is kind and teaches us right from wrong	1	1.5
Total	2	3	Total	2	3

TABLE XX. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>VII. Uncle Sam</u>			<u>VII. Army Boy</u>		
He has freedom	1	1.5	He works for the U.S.	1	1.5
He takes care of us	1	1.5			
Total	2	3	Total	1	1.5
<u>VIII. Commander-in-Chief of Army</u>			<u>VIII. Doctor</u>		
Makes all the laws and rules of the army and plans maneuvers	1	1.5	He saves people from dying	1	1.5
Total	1	1.5	Total	1	1.5
<u>IX. Washington</u>			<u>IX. Christ (Jesus)</u>		
He won us our independence	1	1.5	He cares for us	1	1.5
Total	1	1.5	Total	1	1.5
<u>X. Admiral Byrd</u>			<u>X. Hitler</u>		
He goes to Antarctica where there are penguins	1	1.5	He is fighting to beat us	1	1.5
Total	1	1.5	Total	1	1.5
<u>XI. Charles Atlas</u>			<u>XI. Principal</u>		
He is strong and builds people up	1	1.5	He teaches me the right thing to do	1	1.5
Total	1	1.5	Total	1	1.5

TABLE XXI. THE RESPONSES OF THE BOYS AND GIRLS OF GRADE NINE AS TO WHY PEOPLE ARE IMPORTANT

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>I. Pres. Roosevelt</u>			<u>I. Pres. Roosevelt</u>		
He not only fights for peace but against paralysis	2	2	For what he does for the world	8	5
He will aid the Latin American countries	2	2	He is helping	6	3
He will lead us to victory	2	2	He is the head of our country	6	3
The world looks up to him	2	2	He will lead us to victory	5	3
He will beat the Japs	2	2	We need him to win	5	3
He is protecting us	1	1	He is our leader	5	3
He aids our allies	1	1	He disciplines us	4	2
He is leading the greatest country	1	1	Our fate rests on him	4	2
He's doing a great job	1	1	He has a great burden	4	2
He keeps us from being bombed	1	1	He protects us	3	1.6
He is in charge of the army and navy	1	1	He holds an important position	3	1.6
He influences the world	1	1	All important events are connected to him	2	1
He is the head of our country	1	1	He interests the world	2	1
He is fighting for liberty	1	1	He is our leader	2	1
The Axis is afraid of him	1	1	He is aiding cure for tuberculosis and infantile paralysis	2	1
He heads the 'bread basket' of the world	1	1	He aids in war for freedom	2	1
Our future depends on him	1	1	He can solve our problems	2	1
Our morale depends on him	1	1	We depend on him	2	1
He is in charge of	1	1	He keeps enemies out	2	1
			He is the greatest president	2	1
			He is brave and loyal	2	1
			He won't betray us	2	1
			He is the greatest man	2	1
			He keeps up the morale	2	1
			He is the busiest man	2	1

TABLE XXI. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
THE 'Arsenal of Democracy'			Hitler is afraid of him	2	1
We are strong under his leadership	1	1	People vote for him	2	1
			He is serving a third term as president	1	.5
Total	23	26	Total	86	47
II. <u>Gen. Mac Arthur</u>			II. <u>Hitler</u>		
He is a great leader	3	3	A world wide trouble maker	7	4
He is brave	3	3	Public Enemy No. I.	5	3
He will beat the Axis	3	3	He destroyed millions of lives	4	2
Our freedom depends on him	2	2	He stirs up disorder	4	2
The world is watching him	2	2	He started this war	4	2
His fighting has helped our morale	2	2	His death would save the world	4	2
Hitler and the Japs are afraid of him	1	1	He is the wickedest man in the world	4	2
We all admire him	1	1	He is enslaving Europe	4	2
			No one can trust him	4	2
			you can't tell what he will do next		
			He is a lunatic	4	2
			He is ruining the world	3	1.6
			Everyone hates him	3	1.6
Total	19	21	Total	50	27
III. <u>Hitler</u>			III. <u>God</u>		
He ruined the world	4	4.5	He made the world	4	2
Everyone fears him	3	3	No one can come up to God	3	1.6
He is ruining lives	2	2	Creator of all things	3	1.6
He started the war	1	1	He is the good in all	2	1
He controls Europe	1	1	He controls the power of evil	2	1
He is killing Democracy	1	1			

TABLE XXI. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
No one knows what he'll do next	1	1	He can stop Hitler	1	.5
He is very wicked	1	1			
Total	14	16	Total	15	8
IV. <u>T. Roosevelt</u>			IV. <u>Parents</u>		
A brave soldier	3	3	Lead us to goal in life	2	1
Wrote good stories	2	2	We owe our lives to them	2	1
He loved the out-of-doors, and was a great soldier	1	1	Without them we are helpless	2	1
He was fearless	1	1	They support and educate us	2	1
He was once pres.	1	1	We should remember all they do for us	2	1
Total	8	9	Total	10	6
V. <u>Mother</u>			V. <u>Mother</u>		
We need her aid in life	2	2	She goes without for us	1	.5
She cares for us	1	1	She has patience with us	1	.5
She helps us to see life clearly	1	1	I am honestly proud of her	1	.5
She is my best pal	1	1	She has given me all I am	1	.5
She means everything to me	1	1	Cares for us when we are sick	1	.5
			Takes excellent care of us	1	.5
			We owe our lives to her	1	.5
			I love her dearly	1	.5
Total	6	7	Total	8	5

TABLE XXI. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>VI. Parents</u>			<u>VI. Nobody</u>		
We owe our being to them	2	2	The common man is the world	3	1.6
They will see me onto my way in life	2	2	God intended no man to be better than anyone else	2	1
We aren't much without them	1	1			
We owe them everything	1	1			
	6	7	Total	5	3
<u>VII. Churchill</u>			<u>VII. Mac Arthur</u>		
Has courage, brave	2	2	A great leader	1	.5
Uses his brains	1	1	Keeping the Japs busy	1	.5
A great leader	1	1	He is brave, fearless	1	.5
He will lead us to peace	1	1	His men will do anything	1	.5
Total	5	6	Total	4	2
<u>VIII. Nobody</u>			<u>VIII. Franklin</u>		
Common people make up the nation	2	2	Discovered electric power	1	.5
No one is better	2	2	He wrote cute proverbs	1	.5
			He was brave	1	.5
Total	4	5	Total	3	1.6
<u>IXI. Common Person</u>			<u>IX. I don't know</u>	1	.5
Common man will show us what to do	2	2	<u>X. John Doe</u>		
World is made up of common folks	1	1	He and his kind will win the war, turn the wheels of industry, and sacrifice for us.	1	.5
Common man has a vote	1	1			
	4	5			

TABLE XXII. THE RESPONSES OF THE TWELFTH GRADE BOYS AND
GIRLS AS TO WHY PEOPLE ARE MOST IMPORTANT

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
I. <u>Pres. Roosevelt</u>			I. <u>Pres. Roosevelt</u>		
Attends to world policies	1	2	A great leader	3	4
At a word from him a great war machine is set in motion	1	2	Has done much for us	2	3
Personifies love of peace	1	2	Greatest man in the world	2	3
Most sincere and honest person in the world	1	2	Central figure in politics	1	1
Is serving third term	1	2	Courage and ability	1	1
He lives when we do	1	2	We don't appreciate all he does	1	1
Easy to believe him	1	2	He is faced with great problem	1	1
Center of conflict	1	2	Actions influence the world	1	1
Stands for freedom	1	2	Symbol of our freedom	1	1
Our fate in his hands	1	2	Saving Democracy	1	1
Tries to unite countries in peace	1	2	If he fails we are lost	1	1
He will probably be deciding element for Democratic ideals	1	2	Has most power in the world	1	1
Good foreign policy	1	2	Working for Allies	1	1
Spotlight focused on him	1	2	Head of greatest world power	1	1
Able to solve problems	1	2	Set the <u>peace</u> terms	1	1
A great leader	1	2	No one could fill his place	1	1
People cooperate with him	1	2	He knows war	1	1
A great man for the crisis	1	2	Makes great decisions	1	1
			Our future depends on him	1	1
Total	19	36	Total	22	28

The following table shows the results of the experiments conducted on the 10th of May 1881. The experiments were conducted on the 10th of May 1881. The results of the experiments are as follows:

No.	Description of the experiment	Result	Remarks
1	Experiment 1	1.00	First trial
2	Experiment 2	1.00	Second trial
3	Experiment 3	1.00	Third trial
4	Experiment 4	1.00	Fourth trial
5	Experiment 5	1.00	Fifth trial
6	Experiment 6	1.00	Sixth trial
7	Experiment 7	1.00	Seventh trial
8	Experiment 8	1.00	Eighth trial
9	Experiment 9	1.00	Ninth trial
10	Experiment 10	1.00	Tenth trial
11	Experiment 11	1.00	Eleventh trial
12	Experiment 12	1.00	Twelfth trial
13	Experiment 13	1.00	Thirteenth trial
14	Experiment 14	1.00	Fourteenth trial
15	Experiment 15	1.00	Fifteenth trial
16	Experiment 16	1.00	Sixteenth trial
17	Experiment 17	1.00	Seventeenth trial
18	Experiment 18	1.00	Eighteenth trial
19	Experiment 19	1.00	Nineteenth trial
20	Experiment 20	1.00	Twentieth trial
21	Experiment 21	1.00	Twenty-first trial
22	Experiment 22	1.00	Twenty-second trial
23	Experiment 23	1.00	Twenty-third trial
24	Experiment 24	1.00	Twenty-fourth trial
25	Experiment 25	1.00	Twenty-fifth trial
26	Experiment 26	1.00	Twenty-sixth trial
27	Experiment 27	1.00	Twenty-seventh trial
28	Experiment 28	1.00	Twenty-eighth trial
29	Experiment 29	1.00	Twenty-ninth trial
30	Experiment 30	1.00	Thirtieth trial
31	Experiment 31	1.00	Thirty-first trial
32	Experiment 32	1.00	Thirty-second trial
33	Experiment 33	1.00	Thirty-third trial
34	Experiment 34	1.00	Thirty-fourth trial
35	Experiment 35	1.00	Thirty-fifth trial
36	Experiment 36	1.00	Thirty-sixth trial
37	Experiment 37	1.00	Thirty-seventh trial
38	Experiment 38	1.00	Thirty-eighth trial
39	Experiment 39	1.00	Thirty-ninth trial
40	Experiment 40	1.00	Fortieth trial

TABLE XXII. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>II. Hitler</u>			<u>II. Hitler</u>		
Most developed way of thinking and thorough way of doing things	1	2	Cause of all strife	3	4
He is a tyrant	1	2	He started the war	2	3
Future of the world depends on his power	1	2	He is a cruel animal	2	3
He has complete control of his people	1	2	Our future depends on him	1	1
Forces people to do as he wants	1	2	His death would save us	1	1
Caused all trouble in the world	1	2	He controls Europe	1	1
Changing all lives	1	2	He is too smart for us	1	1
Center of world conflict	1	2	He wrote his plans in a book	1	1
We must destroy him	1	2	His people worship him	1	1
He may be the downfall of our civilization	1	2			
Total	10	19	Total	13	16
<u>III. Mac Arthur</u>			<u>III. Mother</u>		
A great general	4	8	Always ready to help	3	4
His men will go anywhere with him	1	2	Only one mother	1	1
He is fearless	1	2	Does for others	1	1
He is a good American	1	2	Thinks of me first	1	1
			Risked her life for me	1	1
			She is my best pal	1	1
			She cared for me all my life	1	1
			She is never too tired to do things for me	1	1
Total	7	15	Total	10	13

TABLE XXII. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>IV. Churchill</u>			<u>IV. Parents</u>		
A wise leader	1	2	They aid in time	3	4
Will help the Eng.	1	2	of trouble		
He is not afraid to	1	2	They give helpful	2	3
say what he thinks			advice		
He will work with us	1	2	They must be happy	1	1
He is noble and uses	1	2	Their troubles	1	1
his common sense			worry me		
			They mean every-	1	1
			thing to me		
			No one can take	1	1
			their place		
Total	5	9	Total	9	11
<u>V. Nobody</u>			<u>V. Jesus</u>		
No man is greater	2	4	His spirit will	2	3
			live forever		
			He is alive to	2	3
			those who really		
			believe on him		
			He is responsible	1	1
			for our being		
			here		
			He influences our	1	1
			lives		
			He gives us faith	1	1
			for the hard times		
Total	2	4	Total	7	9
<u>VI. Father</u>			<u>VI. Kreisler</u>		
Gets me out of trouble	1	2	A famous violinist	4	5
Is my pal and great	1	2	Draws beautiful	1	1
chum			that don't squeak		
Total	2	4	Total	5	6

TABLE XXII. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
<u>VII. Mother</u>			<u>VII. No Man</u>		
Loves me and does things for me	1	2	No man is indispensable	3	4
My best friends	1	2	No one is really important except to himself	2	3
Total	2	4	Total	5	
<u>VIII. American People</u>			<u>VIII. Mac Arthur</u>		
They are brave and ready to fight for freedom	1	2	A brave, fearless man	2	3
They love their country and will protect it	1	2	Japs are afraid of him	1	1
			Americans are proud of him	1	1
			He has great military power	1	1
Total	2	4	Total	5	6
<u>IX. The Priest</u>			<u>IX. S.S. Teacher</u>		
He intercedes for us	1	2	Influences future citizens	1	1
Helps us to be brave	1	2	Helps children to learn	1	1
Total	2	4	Total	2	3
<u>X. The Boss</u>			<u>X. The Pope</u>		
Helps us to keep or lose our job	1	2	Tried to settle world affairs by arbitration	1	1
Most important man on the job	1	2	Head of The Church	1	1
Total	2	4	Total	2	3

TABLE XXII. CONTINUED

BOYS			GIRLS		
Reason	No.	%	Reason	No.	%
			XI. <u>Uncle Sam</u>		
			Keeps us united	2	3
			Total	2	3



4 The Aspect Of Self-Centeredness In The Choice

Of the first grade boys 56 percent chose people as important because of what they do for them, and 71 percent of the girls chose people for the same reason.

In grade five 49 percent of the boys and 57 percent of the girls chose people for ego-centric reasons.

In the ninth grade the pendulum swings in the opposite direction and we find 62 percent of the boys choosing people for what they do for others and 51 percent of the girls choosing people for the same reason.

The twelfth grade continues with 62 percent of the boys and 40 percent of the girls choosing people for the service rendered to others.

TABLE XXIII. THE RESPONSES OF THE BOYS AND GIRLS
OF EACH GRADE LEVEL AS TO THE MOST
IMPORTANT PERSON IN THE WORLD,
CLASSIFIED UNDER VALUES FOR
SELF AND FOR OTHERS

FOR SELF					FOR OTHERS			
BOYS			GIRLS		BOYS		GIRLS	
Gr.	No.	%	No.	%	No.	%	No.	%
1	28	56	40	71	20	40	16	29
5	31	49	36	57	29	46	26	41
9	12	13	33	18	55	62	94	51
12	8	15	28	35	33	62	32	40

5. Reflection Of The War Spirit

Excellent reflections of the thoughts of boys and girls showing the great influence of the war and its unrest are shown by their responses such as:

"Roosevelt, because he will keep us out of war" or "he will help us win the war"; "Hitler, because he is trying to conquer all the world"; "Uncle Sam, because he has freedom, and takes care of us"; "a boy in the army works for the U.S.A."; "General MacArthur, his fighting has upheld our morale"; and "Churchill, a wise leader, he will aid England to gain victory". These and countless other similar responses may be seen in Tables XIX., XX., XXI., XXII.

Of the first grade 40 percent of the boys and 29 percent of the girls responded in terms of war reaction.

This trend increases rapidly in the fifth grade where 52 percent of the boys and of the girls show the same reaction.

In the ninth grade there is a definite increase to 78 percent of the boys and of the girls in their responses to the situation.

The responses of the twelfth grade boys increase

in this spirit but there is a definite decline in the responses of the girls at this level. We may then conclude that there is a definite increase in the patriotic feeling of the boys at each grade level, and that this feeling increases in the girls up through the ninth grade level, but in the twelfth grade there is a definite decrease in their expression of their war reaction.

TABLE XXIV. THE RESPONSES OF THE BOYS AND GIRLS
AT EACH GRADE LEVEL AS TO THE MOST IMPORTANT
PERSON IN THE WORLD CLASSIFIED UNDER CITIZEN-
SHIP VALUES

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	20	40	16	29
5	33	52	33	52
9	69	78	143	78
12	43	81	40	50

6. Religion Enters In

Religious values enter into the results of our questionnaire. Of the first grade boys 28 percent chose God and Jesus as important. They were personified to these children, and their reasons were self-centered. God, the minister, Sunday School teacher, and Jesus were mentioned by 32 percent of the girls, who mentioned the care and the things that were done for them by these important people.

In the fifth grade 16 per cent of the boys listed God and 25 per cent of the girls named God and Jesus. Care and what had been done for the child was stressed at this level.

There were no religious values mentioned by the boys in the ninth grade, but 8 per cent of the girls named God as important because of power and influence over the world.

Of the boys in the twelfth grade 4 per cent mentioned a priest because of aid and intercession. Jesus, the Sunday School teacher, and The Pope were named by 14 per cent of the girls because of the service rendered by these people to the world. Jesus is referred to as "A living spirit in the hearts of men." (Table XXV.)



From the data on Table XXV. we find that the religious values decrease greatly in the upper grades. In the first and fifth grades both the boys and girls mentioned people as being important from a religious standpoint to a relatively large per cent. In the responses of the boys in the ninth grade there is no mention of religious values, and the percentage of the girls is fairly low. In the twelfth grade the boys show some increase and the girls increase from 8 per cent to 14. The religious values of boys and girls tends to decrease in the upper grade levels and reaches its lowest ebb in the ninth grade group.

TABLE XXV. THE RESPONSES OF THE BOYS AND GIRLS
OF EACH GRADE LEVEL AS TO THE MOST IMPORTANT
PERSON IN THE WORLD, CLASSIFIED AS TO RELIGIOUS
VALUES

Gr.	BOYS		GIRLS	
	No.	%	No.	%
1	14	28	18	32
5	10	16	16	25
9	0	0	15	8
12	2	4	11	14

7. Importance of Home and Family

The importance of home and family is found in the responses of 26 per cent of the boys in the first grade with personal gratification as the main reason. Mother, parents, and grandpa were important to 30 per cent of the girls who considered them important because they did things for them.

In the fifth grade 30 per cent of the boys mentioned mother and parents as important because of their care and protection of them as children. Similar reasons were given by 22 per cent of the girls who listed mother and parents as most important.

In the ninth grade 13 per cent of the boys and 10 per cent of the girls listed parents and mother as valued for their care and affection. These boys and girls attempted to express their appreciation of what had been done for them.

This appreciation of motherhood and parental affection and protection was mentioned by 8 per cent of the twelfth grade boys and 24 per cent of the girls.
(Table XXVI.)

The mention of home and family in recognition of its importance was very high in the first and fifth

grades. There is a sharp decrease in the ninth grade responses of both the boys and girls, and this decrease continues in the replies of the boys in the twelfth grade, but the girls in the twelfth grade show a definite increase in the mention of home and parents. Parents and home are valued to a high degree by the first and fifth grade boys and girls and also by the twelfth grade girls. There is a change in the valuing of home and family too. In the lower grades mother and dad are valued for what they are doing for the boy or girl, and for the material things which they give them. (Tables XIX. and XX.) In the ninth grade there is a change in attitude and an attempt is made to voice appreciation for the care and love which has been shown by the parents. (Tables XXI, and XXII.)

TABLE XXVI. THE RESPONSES OF THE BOYS AND GIRLS
OF EACH GRADE LEVEL AS TO THE MOST IMPORTANT
PERSON IN THE WORLD, CLASSIFIED AS TO HOME
AND FAMILY VALUES

Gr.	BOYS		GIRLS	
	No.	%	No.	%
1	13	26	17	30
5	19	30	14	22
9	12	13	18	10
12	4	8	19	24

8. Interpretations and Comments

The first grade boys and girls consider people important according to their relation to or care of themselves. Each person mentioned as important was considered so because: "He takes care of me", "He loves me", "He protects me", or "He does things for me". God is important because: "He made me."

The fifth grader is still self-centered in his choice of important people. Men and women are important if they do things for him, protect him, or if they love him. Heroes are valued for their activity, physical superiority, or achievement.

In early adolescence people are important to the boys and girls for the service they render to the world, for their superior or marked ability and achievement. There is the beginning of an appreciation of parental care and affection.

This continues in the twelfth grade. People are valued for skill, daring, bravery, and achievement. Home and parents are appreciated. Friends must live up to the set ideals of the boy or girl. People are important if they possess some degree of skill along the line of interest of the boy or girl, or if they are our "pals" or "chums". (Table XXVII.)

TABLE XXVII. PERSONS MENTIONED AS MOST IMPORTANT
SHOWING AGE AND SEX DIFFERENCES IN FREQUENCY
OF CHOICE

PERSON NAMED	GRADE I.						GRADE V.						GRADE IX.						GRADE XII.					
	BOYS			GIRLS			BOYS			GIRLS			BOYS			GIRLS			BOYS			GIRLS		
	No.	%	R.	No.	%	R.	No.	%	R.	No.	%	R.	No.	%	R.	No.	%	R.	No.	%	R.	No.	%	R.
Pres. Roosevelt	15	30	1	16	29	1	21	33	1	24	39	1	23	26	1	86	47	1	19	36	1	22	28	1
God	10	20	2	6	11	3	7	11	4	15	24	2				15	8	3						
Parents	8	16	3	6	11	3	10	16	3	7	11	3.5	6	7	6	10	6	4				9	11	4
Mother	5	10	4.5	8	14	2	12	19	2	7	11	3.5	6	7	6	8	5	5	2	4	7	10	13	3
Hitler	5	10	4.5				3	5	5	1	1.5	9	14	16	3	50	27	2	10	19	2	13	16	2
Minister				5	9	5.5																		
Teacher	1	2	8	5	9	5.5				2	3	6												
Jesus	4	8	6							1	1.5	9										7	9	5
S.S. Teacher				4	8	7																2	3	10
Grandpa				3	5	8																		
Principal							2	3	6.5	1	1.5	9												
Uncle Sam							2	3	6.5	3	5	5										2	3	10
Army Commander							1	1.5	10.5															
Washington							1	1.5	10.5															
Admiral Byrd							1	1.5	10.5															
Charles Atlas							1	1.5	10.5															
The King							1	1.5	10.5															
B. Oldfield							1	1.5	10.5															
Army Boy										1	1.5	9												
Doctor										1	1.5	9												
Mac Arthur													19	21	2	4	2	7	7	15	3	4	5	8
T. Roosevelt													8	9	4									
Churchill													5	6	6				5	9	4			
Nobody	2	4	7										4	5	8.5	5	3	6	2	4	8	5	6	6.5

CHAPTER V.
FINDINGS ON THE VOCATIONAL INTERESTS
RESULTS FROM QUESTION NUMBER III.

When the boys and girls were asked what they wished to do or be when they grew up, we received many types of answers.

1. Occupations Which The Boys and Girls Chose

Grade I. Of the boys in this group 16 per cent chose to be soldiers, 10 per cent to be farmers, 10 per cent to be janitor, 10 per cent desired to be an engineer on a train, 8 per cent wished to be sailors, 8 per cent to be firemen, 6 per cent to be an aviator, 6 per cent wanted to keep store, and 6 per cent hoped to be a carpenter. (Table XXVIII.) These and the remaining vocations mentioned all demand activity. A soldier and his gun and uniform, an engineer on a train, a fireman with the glamor of a truck, bells ringing, excitement, all of these appeal strongly to the first grade boy who longs for excitement and activity.

The girls chose occupations which show the innate mother love and desire to care for things be it dolls or kittens. In this group 32 per cent chose to be a nurse, 21 per cent to be a teacher, 21 per cent a mother, 11 per cent a doctor, 5 per cent a dancer, and 2 per cent chose

to be a high school girl and then a mamma. (Table XXVIII.)

Grade V. The urge in the fifth grade is for excitement, daring, action, skill, renown, and ability. The boys list air pilots, (7 %) army aviator, (10 %) railroad man, (8 %) engineer, (6 %) radioman, (6 %) and many other occupations of the same type as may be seen on Table XXIX.

The girls show an interest in the following occupations. Of this group 27 per cent wish to be nurses, 13 per cent teachers, 11 per cent stenographers, 8 per cent air-stewardesses, 8 per cent secretaries, 8 per cent artists, 6 per cent Red Cross nurses, and 5 per cent want to be an aviatrix. (Table XXIX.)

Grade IX. The desire to give or render service becomes evident in early adolescence. Of the boys 14 per cent chose the air corps, 10 per cent wish to become aviators, 8 per cent want to teach, 7 per cent to be mechanics, 6 per cent sailors, 6 per cent news reporters, 6 per cent air pilots, and 5 per cent navy man. (Table XXX.) The desire for action, heroism, bravery, and skill is still present.

The choice of the girls is 29 per cent for nursing, 20 per cent for teaching, 9 per cent for music teaching, 9 per cent wish to be travelers, 5 per cent want to dress hair, 5 per cent have no plans, and 3 per cent wish to be a secretary. (Table XXX.) Their occupations demand

ability, skill, experience,,and service to others.

Grade XII. These values are still present in the older group. Of the boys 9 per cent chose electrical engineering, 8 per cent the air corps, 8 per cent aviation, 5 per cent the navy, 5 per cent mechanics, and 5 per cent defense work.(Table XXXI.) The choice of occupations is sensible and practical. Many of these pupils will be entering these and other occupations in June.

Of the girls 8 per cent chose traveling,8 per cent had no plans at all, 8 per cent stenography, 6 per cent air hostess, 6 per cent nursing, 5 per cent designing, 5 per cent secretary, and 5 per cent library work.

TABLE XXVIII. THE VOCATIONAL PREFERENCES MENTIONED
BY THE FIRST GRADE BOYS AND GIRLS

BOYS	No.	%	GIRLS	No.	%
Soldier	8	16	Nurse	18	32
Farmer	5	10	Teacher	12	21
Janitor	5	10	Mother	12	21
Engineer	5	10	Doctor	6	11
Sailor	4	8	Don't know	4	7
Fireman	4	8	Dancer	3	5
Aviator	3	6	High school girl	1	2
Store man	3	6	then a mamma		
Carpenter	3	6			
Conductor	2	4			
Nice man	2	4			
Doctor	2	4			
Milk man	1	2			
Dentist	1	2			
Big man	1	2			
President of U.S.	1	2			
Total	50	100	Total	56	100

TABLE XXIX. VOCATIONAL PREFERENCES MENTIONED BY THE
BOYS AND GIRLS OF THE FIFTH GRADE

BOYS	No.	%	Girls	No.	%
Air pilot	7	11	Nurse	17	27
Army aviator	6	10	Teacher	8	13
Railroad man	5	8	Stenographer	7	11
Engineer	4	6	Air stewardess	5	8
Radio man	4	6	Secretary	5	8
Teacher	2	3	Artist	5	8
All American	2	3	Red Cross nurse	4	6
athlete			Aviatrix	3	5
Priest	2	3	Telegraph operator	2	3
Football player	2	3	Cow girl	2	3
Carpenter	2	3	Doctor	1	1.5
Sailor	2	3	Singer	1	1.5
Mechanic	2	3	Hair Dresser	1	1.5
Farmer	2	3	Champion roller-	1	1.5
Musician	2	3	skater		
Test pilot	2	3	Horse trainer	1	1.5
Artist	1	1.5			
Power diver	1	1.5			
Soldier	1	1.5			
Detective	1	1.5			
Conductor of	1	1.5			
orchestra					
Chief gunner's	1	1.5			
mate U.S.N.					
Telegraph	1	1.5			
operator					
Jockey	1	1.5			
Clown	1	1.5			
Actor	1	1.5			
Race car driver	1	1.5			
Doctor	1	1.5			
Store keeper	1	1.5			
Baseball player	1	1.5			
Poet	1	1.5			
Navy man	1	1.5			
Coal man	1	1.5			
Total	63	100	Total	63	100

TABIE XXX. VOCATIONAL PREFERENCES MENTIONED BY THE
BOYS AND GIRLS OF THE NINTH GRADE

BOYS	No.	%.	GIRLS	No.	%
Air corps	12	14	Nurse	54	29
Aviator	9	10	Teacher	38	20
Teacher	7	8	Music Teacher	16	9
Mechanic	6	7	Traveler	16	9
Sailor	5	6	Hair Dresser	8	5
News Reporter	5	6	Don't know	8	5
Air pilot	5	6	Secretary	6	3
Army Man	4	5	Commercial Teacher	6	3
Farmer	4	5	Play in dance	4	2
Elec. Engineer	4	5	orchestra		
Garage Man	3	3	Singer	4	2
Journalist	3	3	Journalist	3	1.6
Marines	3	3	Aviatrix	3	1.6
Business Man	3	3	Helpful	2	1
Lawyer	3	3	Mathematician	2	1
Musician	3	3	Surgeon	2	1
Doctor	2	2	"Outstanding"	1	.5
Civil Engineer	2	2	Historian	1	.5
Minister	1	1	Chemist	1	.5
Chef	1	1	Stenographer	1	.5
Join Tigers in	1	1	Musician	1	.5
China			Scientist	1	.5
Dietician	1	1	Geologist	1	.5
Priest	1	1	Astronomer	1	.5
Bacteriologist	1	1	Dress designer	1	.5
			Artist	1	.5
			Doctor	1	.5
			Run orphanage	1	.5
			Commercial art	1	.5
			"Original"	1	.5
Total	89	100	Total	183	100

TABLE XXXI. VOCATIONAL PREFERENCES MENTIONED BY THE
BOYS AND GIRLS OF THE TWELFTH GRADE

BOYS	No.	%	GIRLS	No.	%
Elec. Engineer	5	9	Traveler	6	8
Air corps	4	8	No plans	6	8
Aviation	4	8	Stenographer	6	8
Navy	3	5	Air hostess	5	6
Mechanic	3	4	Nurse	5	6
Defense Work	3	5	Designer	4	5
Teacher	2	4	Secretary	4	5
Civil Engineer	2	4	Librarian	4	5
Own business	2	4	Office work	3	4
Apprentice	2	4	Nothing at all	3	4
Salesman	2	4	Work and save	3	4
Draftsman	2	4	to be married		
Raise horses	2	4	Beautician	3	4
Public Account-	2	4	Supervisor	3	4
tant			Contribute to	2	3
Harvard Prof.	1	2	society		
Designer	1	2	Governess	2	3
Manager	1	2	Field office	2	3
Army	1	2	work		
Naval Architect	1	2	Dress maker	2	3
Trainer	1	2	Scholar	2	3
Service to man	1	2	Navy nurse	2	3
Book keeper	1	2	Wife of good	2	3
Clerical work	1	2	man		
commissioned	1	2	Artist	1	1
officer			Get married	1	1
Lazy all my days	1	2	Musical career	1	1
Airplane mechan-	1	2	Technician	1	1
ic			Dr. in Obstet-	1	1
Engineer	1	2	rics		
R.O.T.C.	1	2	Hair Dresser	1	1
Lawyer	1	2	Clair voyance	1	1
			Fastest typist	1	1
			Different	1	1
Total	53	100	Total	80	100

2. The Range Of The Responses

The fifty first grade boys listed sixteen vocations, while the fifty-six girls listed only seven.

In the fifth grade sixty-three boys named thirty-two occupations, and the same number of girls only fifteen.

Of the ninth grade eighty-nine boys listed twenty-four vocations and one hundred and eighty-three girls mentioned only twenty-nine.

The twelfth grade boys numbering fifty-three listed thirty vocations and eighty-three girls suggested thirty-two.

The range for the boys fluctuates from sixteen to thirty-two to twenty-four to thirty. The fifth and the twelfth grades ~~having~~ the highest range of the responses. The girls showed a definite increase for each grade level and surpassed the boys in the ninth and twelfth grades. (Table XXXII.)

TABLE XXXII. THE RANGE OF THE RESPONSES OF THE
BOYS AND GIRLS IN EACH GRADE LEVEL AS TO
THEIR VOCATIONAL INTERESTS

BOYS			GIRLS	
Gr.	No. Cases	Range	No. Cases	Range
1	50	16	56	7
5	63	32	63	15
9	89	24	183	29
12	53	30	80	32

3. "Service" A Factor In Vocational Choice

Both the boys and girls in the first grade are 100 per cent in their choice of a vocation "for self". At this level they choose occupations which interest them for the amount of excitement and activity present. We find them choosing to be a fireman, an engineer on a train, a soldier, and aviator, or a milk man, while the girls desiring to express their maternal instinct want to be nurses, mothers, teachers, and doctors.

In the fifth grade 8 per cent of the boys choose such occupations as teacher, carpenter, mechanic, test pilot, doctor, coal man, and telegraph operator which will help others; while 47 per cent of the girls chose nursing, teaching, Red Cross nursing, telegraph operating, and doctoring as ways to aid others.

The desire to aid others increases for the boys in grade nine where we have 18 per cent wanting to teach, farm, doctor, minister, be a dietician, a priest, a bacteriologist, and a chef. The girls decrease to 42 per cent in such responses as nurse, teach, anything helpful, surgeon, chemist, scientist, and doctor.

Both the boys and girls show a definite increase in the responses which will aid others in the twelfth grade. The boys (38 $\frac{1}{2}$ %) choose to do defense work,

teach, service, a salesman, a draftsman, a designer, a flight trainer, a book keeper, clerical work, and a public accountant. (Table XXXI.) and the girls (46%) chose nursing, air hostess, secretary, librarian, beautician, governess, dress making, a doctor in obstetrics, a dietician, and a teacher.

The first grades are ego-centric in their vocational wishes. There is no suggestion of helping others in their responses. There is a steady decrease in the ego-centric tendencies in the upper grades. The fifth grade girls are more for others in their vocations than upper grades. The girls think more of others than do the boys. (Table XXXIII.)

TABLE XXXIII. THE RESPONSES OF THE BOYS AND GIRLS
IN EACH GRADE LEVEL AS TO VOCATIONS CLASSIFIED
UNDER VALUES FOR SELF AND FOR OTHERS

FOR SELF					FOR OTHERS			
Boys			Girls		Boys		Girls	
Gr.	No.	%	No.	%	No.	%	No.	%
1	50	100	56	100	0	0	0	0
5	58	92	33	53	5	8	30	47
9	73	82	105	58	16	18	78	42
12	33	62	43	54	20	38	37	46

4. Vocations And Citizenship

In thinking of citizenship we include all of those vocations which would help the government or the community.

The boys in the first grade named vocations which are of much value in the community and in the government such as: soldier, milk-man, doctor, a fireman, and the president. (Table XXVIII.) The girls listed nurse, teacher, and doctor.

Of the fifth grade boys 80 per cent chose vocation of citizenship value such as: soldier, sailor, carpenter, farmer, detective, telegraph operator, doctor, and coal man. In the girls' responses 82 per cent were of the type which would aid the community as: nurse, teacher, Red Cross Nurse, doctor, and telegraph operator.

In the ninth grade 96 per cent of the boys mentioned vocations with citizenship values in them and 89 per cent of the girls. Sample responses of the boys are: teacher, air corps, sailor, news reporter, army man, farmer, doctor, and minister. The girls' responses are: nurse, teacher, surgeon, chemist, scientist, and doctor.

The 50 boys in grade twelve listed 94 per cent of their vocations, and the girls 62 per cent with values

of assistance for the government and community.

(Table XXXIV.)

The citizenship values are very high at all grade levels and there is little change. In the responses of the boys there ~~is~~ a decrease in the fifth grade and a very slight one in the ~~twelfth~~. In the replies of the girls there is a steady ~~increase~~ up through the ninth grade, but in the twelfth there is a definite drop. The citizenship values of the boys are much higher than the girls in this particular study.

TABLE XXXIV. THE RESPONSES OF THE BOYS AND GIRLS
OF ALL THE GRADE LEVELS AS TO VOCATIONAL INTERESTS
CLASSIFIED UNDER CITIZENSHIP VALUES

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	50	100	36	64
5	50	80	52	82
9	86	96	163	89
12	50	94	50	62

5. Romance And Its Part

Romance does not enter until the twelfth grade when we find 8 per cent of the girls choosing to "Work to save money to get married," "The wife of a good man," and "to get married."

Idealism is present in its strongest form in the choice of vocations. The first grader is anxious to do what he has seen others, whom he admires, doing. Some first graders have proclaimed, "I'm going to be a fireman like Mr. Murphy and put out fires."

There are only two grade levels in the responses of the girls where they are not 100 per cent idealistic in their responses. Those responses which said "I do not know", or "Nothing" showed a definite lack of decision on the part of the student caused probably by lack of information.

TABLE XXV. THE RESPONSES OF THE BOYS AND GIRLS
IN EACH GRADE LEVEL AS TO THEIR VOCATIONAL
CHOICE, CLASSIFIED UNDER IDEALISTIC AND
ROMANTIC VALUES

IDEALISTIC					ROMANTIC			
BOYS			GIRLS		BOYS		GIRLS	
Gr.	No.	%	No.	%	No.	%	No.	%
1	50	100	52	93	0	0	0	0
5	63	100	63	100	0	0	0	0
9	89	100	183	100	0	0	0	0
12	53	100	74	92	0	0	6	8

6. Interpretations and Comments

The first grade boy chooses his vocation for its activity, its thrill, its excitement. He wants to be a fireman because the truck, the bells, and the excitement stir him. He wants to be a milkman because he is attracted by the wagon, the horses, the clinking bottles, and the milkman's activity. Whatever his id~~ol~~, at the time does, he wants to do it too. It may be someone and something entirely different tomorrow.

The little girl likes to pretend to be her mother and loves, nurses, and cares for a family of dolls or kittens. When she enters school the dolls and kittens must sit for hours while the little teacher patiently educates ~~them~~. Her life and what she wants to be centers about her little career at home or in school.

The average fifth grade boy demands activity, thrills, excitement, noise, and action. He wants to be an aviator, a soldier, an army pilot, or an engineer. He is interested in mechanical toys and in making things with his hands. Athletics, games, speed, and daring are dear to his heart.

The fifth grade girl is still anxious to nurse people and to teach. Other vocations have opened up before her eyes and we discover her edging into the boy's interests when she wants to be an aviator, a doctor, or a horse trainer. She demands activity and skill in her vocations at this age.

In the ninth grade the boys and girls are very certain of what they want to do, or be. This choice may still be influenced by what someone whom they idealize does, but they are rather sensible in their choice and desire to do things for others.

The desire for service increases in the twelfth grade. The boys and girls choose vocations which are practical anticipating definite futures. The girls begin to look ahead to married life or careers. For the most part they are ambitious, demand activity, skill, and success to some degree, and a chance to do and be somebody.

CHAPTER VI.
FINDINGS ON THE WISHES OF BOYS AND GIRLS
RESULTS FROM QUESTION NUMBER IV.

1. Typical Wishes

Grade I. Of the boys in this group 14 per cent wish for a car, 14 per cent to be a soldier, 12 per cent for a bicycle, 10 per cent for a house, 16 per cent for lots of money, 4 per cent for a mother dog and lots of puppies, and 4 per cent to be big. (Table XXXVI)
It might be interesting to note in passing that the child who wanted daddy to work in Detroit said that daddy had a good job but mother wanted him to go so she wanted him to go too.

Some typical wishes reported by the girls are : 14 per cent wanted a machine, 10 per cent a big doll, 10 per cent roller skates, skis (10 per cent) and 8 per cent wanted a new snow suit. The child who "wanted to be like Mary" is a little negro child who adores Mary a sweet little girl with golden curls. (Table XXXVI)
Interesting too, is the dirty little girl whose one wish was for jelly doughnuts.

Grade V. Samples of the wishes of the boys and the frequency of mention are: I wish I was grown up (10 %), a pony (6 %), a new car (6 %), go to college (6 %), own a farm (5 %), and a bicycle (5 %). Interesting responses were : "People would stop killing animals", and "I wish I could go back where I was born." Such answers are unusual for fifth graders.

Of the girls 10 per cent wished for a bicycle, 6 per cent to pilot a plane, 6 per cent to own a horse farm, 6 per cent have a pony (the same group which was mentioned previously as regards horses), a baby sister by 6 per cent, and 5 per cent wanted new skates. These and many other interesting responses may be found on Table XXXVII.

Grade IX. There is a complete and interesting change in the type of response in the ninth grade. Of the boys we find 21 per cent wishing for the U.S. to win the war and establish peace, 19 per cent for war to end forever, 11 per cent to be old enough to go to war, 10 per cent for the Allies to free people, 7 per cent for happiness, 6 per cent for more education, and 4 per cent for good health. These responses and the others on the Table XXXVIII reflect vividly the influence of war conditions.

The girls reflect the same note in their wishes when we find 24 per cent wishing for no more war, 17 per cent for a world at peace, 11 per cent wanting war to end and all return to normal, and 8 per cent desiring piano lessons. These are only a few of the most frequent responses.

Grade XII. Of the boys 13 per cent wanted no more war, 9 per cent money, 9 per cent an end to all war, 8 per cent for Hitler to be dead, 5 per cent to go to college, and 5 per cent wanted a vocation. (Table XXXIX.)

In the replies of the girls we find 18 per cent wished for all wars to cease, 11 per cent for world peace, 11 per cent to be a nurse, 9 per cent to travel, and 6 per cent to go to college. One unusual response was made by a girl who wished the war to end because "I would rather be a live coward than a dead hero," and another who wished for the restoration of the sight to one eye, was rapidly losing the sight of the other through over study. (Table XXXIX.)

We have two distinct types of wishes in this group. In the lower grades we find the ego-centric wish

which is present throughout the grades, but in the upper grades the increased awareness of the world conditions changes the wishes to ones for country and the people of the world. The war takes the minds of the boys and girls in these upper grades from themselves to bigger problems.

TABLE XXVI. THE WISHES OF THE BOYS AND GIRLS OF
GRADE I.

BOYS	No.	%	GIRLS	No.	%
A car	7	14	A machine	8	14
Be a soldier	7	14	A big doll	6	10
A bicycle	6	12	Roller skates	6	10
A house	5	10	Skiis	6	10
Money	5	10	Snow suit	5	8
Mother dog-pups	2	4	New house	4	7
To be big	2	4	Skip rope	4	7
Big brother	2	4	Clothes	3	5
Real pony	1	2	White shoe skates	2	4
Candy	1	2	A dog	2	4
Baby sister	1	2	Some snow	2	4
To run away	1	2	Santa to come	2	4
A daddy	1	2	Be like Mary	1	2
Not go to school	1	2	Kitties	1	2
Bushel of ice cream	1	2	A guitar	1	2
Billion dollars	1	2	An organ	1	2
Play with Jimmy all day	1	2	Drawing teacher to come	1	2
Ride pony fast	1	2	Jelly doughnuts	1	2
Real fire truck	1	2			
Pitch hay	1	2			
Daddy work in Detroit	1	2			
A major in army	1	2			
A hay fork	1	2			
Total	50	100	Total	56	100

TABLE XXVII . THE WISHES OF THE BOYS AND GIRLS
OF GRADE V.

BOYS	NO.	%	GIRLS	NO.	%
I was grown up	6	10	A bicycle	6	10
A pony	4	6	Pilot a plane	4	6
A new car	4	6	Own horse farm	4	6
Go to college	4	6	Have a pony	4	6
Be a soldier	4	6	A baby sister	4	6
Own a farm	3	5	A sister	4	6
A bicycle	3	5	New skates	3	5
A puppy	3	5	Health-happiness	3	5
Conduct orchestra	3	5	College	3	5
Buy houses for poor	2	3	Skating clothes	2	3
Able to fly	2	3	Doll	2	3
Model R.R.	2	3	Swimming pool	2	3
Travel	2	3	School to be over	2	3
Electric train in cellar	2	3	See Grandparents	1	1.5
Own a bank	2	3	Go to Eng. and ill	1	1.5
People would stop killing animals	1	1.5	A skating rink	1	1.5
A motorcycle	1	1.5	Million dollars	1	1.5
I wish I could go back where I was born	1	1.5	A teacher	1	1.5
A nice home	1	1.5	Have Christmas	1	1.5
A jazz band	1	1.5	A mother horse	1	1.5
Be a priest	1	1.5	A house on a hill	1	1.5
Be in air corps	1	1.5	Be a principal	1	1.5
Own airport	1	1.5	A palace	1	1.5
Be an aviator	1	1.5	Mother would live forever	1	1.5
Ride in a plane	1	1.5	Everything	1	1.5
A race car	1	1.5	Cowgirl and yodel	1	1.5
Happiness	1	1.5	Great singer	1	1.5
Be superman	1	1.5	Go to Sun Valley	1	1.5
			War would stop	1	1.5
			Father get well	1	1.5
			Be a nurse	1	1.5
Total	63	100	Total	63	100

TABLE XXXVIII. THE WISHES OF THE BOYS AND GIRLS
IN GRADE NINE

BOYS	NO.	%	GIRLS	NO.	%
U.S. win war and establish peace	19	21	No more war	45	24
War end	17	19	World at peace	32	17
Old enough to go to war	10	11	War end- all return to normal	20	11
Allies free world	9	10	Piano lessons	14	8
Happiness	6	7	United World Peace	13	7
More Education	5	6	Axis defeated	8	5
Good health	4	5	Graduate and good job	6	3
A driver's license	3	3	Happiness for all	6	3
Equipment to blast Axis off map	3	3	Travel tour	5	3
Success in work	1	1	Happiness for me	4	2
Go to Sun Valley	1	1	Happy marriage	4	2
Be a perfect flier	1	1	Money for college	4	2
Fight under General Mac Arthur	1	1	Brother return safely	2	1
Go to a hidden Valley with friends	1	1	Health for all	2	1
Men forget how to make ammunition	1	1	Hitler driven from face of earth	2	1
World progress	1	1	Car and license	1	.5
Peace on earth and return of God's Kingdom	1	1	Saddle horse	1	.5
Be interested in English Grammar	1	1	All boys come home	1	.5
Jinx leave team	1	1	Horse and carriage	1	.5
Send our army to aid Russia	1	1	Train to be beautician	1	.5
Put world army under an American	1	1	No enemies	1	.5
A friendly, mutual exchange of interests and relationships among the American countries for Peace on Earth.	1	1	Build orphanage	1	.5
			Mother well again	1	.5
			A happy home	1	.5
			A darned painful end for Hitler and all Axis leaders	1	.5
Total	89	100	Total	183	100

TABLE XXXIX. THE WISHES OF THE BOYS AND GIRLS IN
THE TWELFTH GRADE

BOYS	NO.	%	GIRLS	NO.	%
No future war	7	13	All wars to end	15	18
Money	5	9	World Peace	9	11
End to all wars	5	9	Be a nurse	9	11
Hitler dead	4	8	Travel	7	9
Attend college	3	5	Attend college	5	6
Vocation	3	5	Happiness	5	6
Automobile	3	5	Good health for	3	4
success	2	4	mother		
Peace on Earth	2	4	Happiness for all	3	4
Happiness at home	2	4	License to drive	2	3
Mother cared for	2	4	Go to art school	1	1
Happy rich life	1	2	War to end--I'd	1	1
Everything for	1	2	rather be a live		
parents			coward than a dead		
Trip around world	1	2	hero.		
Get my diploma	1	2	Go to Hawaii	1	1
Get along with girl	1	2	A teaching career	1	1
Marital happiness	1	2	Dressmaking bis-	1	1
for pals and self			iness		
To earn money	1	2	Find purpose of	1	1
A truck of my own	1	2	life.		
Yeoman in navy	1	2	Return to peace	1	1
Success in work	1	2	Great soloist	1	1
Make good in world	1	2	Champion typist	1	1
Do better work in	1	2	Live normal life	1	1
school			Sing in a large hall	1	1
Five thousand dollar	1	2	Eyesight restored	1	1
income yearly			Be well always	1	1
Tool shop	1	2	Marital happiness-	1	1
Winning team in	1	2	big family		
basket-ball			Be great in all I do	1	1
			Bill return so we	1	1
			can live our lives		
			Money for necessity	1	1
			Wealth for travel	1	1
			Success in life	1	1
			Money for family	1	1
			Aid country to win	1	1
Total	53	100	Total	80	100

2. The Range of the Wishes

The range is not great for any grade level. The fifty first grade boys made twenty-three different responses, and the fifty-six girls had a range of eighteen.

In grade five the sixty-three boys had a range of twenty-nine and the girls thirty-two: an increase for both sexes.

In grade nine both groups dropped. Out of one hundred eighty-three girls twenty-six responses were given, and the eighty-nine boys gave twenty-two different answers.

Both sexes increased in the number of responses in the twelfth grade. The fifty-three boys made twenty-six different replies and the eighty girls thirty-one. (Table XL)

The range of the girls with the exception of the first grade was greater than that of the boys. The greatest number of responses given by the boys was at the fifth grade level and the next at the twelfth. The fewest responses were made by the ninth grade boys, in comparing the boys, but the lowest range was in the responses of the first grade girls.

TABLE XL. THE RANGE OF THE WISHES OF THE BOYS
AND GIRLS IN EACH GRADE LEVEL

BOYS			GIRLS	
Gr.	No.	Range	No.	Range
1	50	23	56	18
5	63	29	63	32
9	89	22	183	26
12	53	26	80	31

3. Wishes For Self And For Others

The wishes of the first grade boys and girls were all for self. Of the Boys some of the responses were: a bicycle, to be big, a bushel of ice cream, and ride a pony fast. The girls named such wishes as: a big doll, jelly doughnuts, be like Mary, skiis, roller skates, and clothes. These and similar responses may be found on Table XXXVI.

Of the fifth grade boys 94 per cent and 98.5 per cent of the girls were ego-centric in their wishes. Typical responses are: the boys-- I was grown up, a pony, be a soldier, a model railroad, and be a superman; the girls-- pilot a plane, have a pony, own a horse farm, and own a palace.

In the ninth grade we find 72 per cent of the boys and 76 per cent of the girls making wishes which would influence the lives of others. Some of these replies given by the boys are: The United States win the war and establish peace, war end forever, have the Allies free the people, and equipment to blast the Axis off the map. The girls gave the responses, some of which follow here: No more war, world at peace, all return to normal, United World Peace, happiness for all, and Hitler driven from the face of the earth. (See Table XXXVIII and XLI.)

The twelfth grade reverts to ego-centric wishes with 58 per cent of the boys and 58 per cent of the girls wishing for things for themselves. Some of these wishes which were made by the boys are: go to college, success, money, auto, a happy rich life, get along with my girls, and happiness. The girls wish for: travel, happiness all my life, license to drive, go to art school, war to end for I'd rather be a live coward than a dead hero.,and be a great soloist.(Table XXXIX. and XLI.)

The first grade is entirely ego-centric in their wishes. There is a slight decrease in the fifth grade, but the definite drop is in the responses of the ninth grade where we find them wishing for things which will change the lives of all the people in the world such as world peace, all war to end, and Hitler dead. The twelfth grade increases its percentage for self very abruptly, and both the boys and the girls have the same percentage for their selfish wishes.

TABLE XLI. THE WISHES OF THE BOYS AND GIRLS IN
EACH GRADE LEVEL CLASSIFIED UNDER FOR SELF
AND FOR OTHERS

FOR SELF					FOR OTHERS			
BOYS			GIRLS		BOYS		GIRLS	
Gr.	No.	%	No.	%	No.	%	No.	%
1	50	100	56	100	0	0	0	0
5	59	94	62	99	4	6	1	1.5
9	25	28	44	24	64	72	139	76
12	31	58	46	58	22	42	34	42

4. Wishes Concerning Vocations

Of the first grade boys 16 per cent wished for things which might be connected with their vocations such as: be a soldier, be a major in the army, a real fire truck, and pitch hay. The responses of the girls did not indicate any vocational wishes.

In the fifth grade 24 per cent of the boys and 22 per cent of the girls wished along vocational lines for example the boys wished to: go to college, be a soldier, conduct orchestra, own a bank, be an aviator, and be a priest. The girls wished to pilot a plane, to own a horse farm, to go to college, to be a teacher, to be a principal, and to be a nurse.

There is an abrupt decrease in the ninth grade for both the boys and the girls where we find 3 per cent of the boys and 4 per cent of the girls wishing for vocations. The wishes of the boys were success in work, be a perfect flier, and fight under Mac Arthur. The girls wished for: graduate and a good job, happy married life, be a beautician.

The twelfth grade shows an increase when 11 per cent of the boys and 18 per cent of the girls wish in terms of vocations. We find the boys wishing: vocation, yoeman in navy, truck of my own, and success in business.

The girls wish ^{to} attend art school, be a great soloist, be a champion typist, raise a large family, and be a nurse.

On Table XLIII. we find the boys increasing in the fifth grade in the wishes concerned with vocations. There is an abrupt decrease in the ninth grade where we find the boys and girls so interested in the world affairs and problems brought about by the war that their wishes are for greater things than their more personal wishes. The twelfth grade girls show a greater increase than do the boys in the same level, in their vocational wishes.

TABLE XLII. THE VOCATIONAL VALUES AS FOUND IN
THE RESPONSES OF THE BOYS AND GIRLS IN
EACH GRADE LEVEL, WHEN ASKED TO MAKE ONE
WISH

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	8	16	0	0
5	15	24	14	22
9	3	3	7	4
12	6	11	15	18

5. Wishes Regarding Leisure Time

The wishes for things to play with, the chance for fun and good times, the things to have fun with, and travel were included under leisure time.

Travel was not mentioned by either the boys or the girls in the first grade , but the desire for things with which to play ran high. Of the boys 82 per cent mentioned things which may be used in play such as: a car, a bicycle, a pony, play with Johnny all day, and a baby sister. Of the girls 84 per cent wished such wishes as: a big doll, skis, skip rope, and shoe skates.

Travel is valued in the wishes of 3 per cent of both the boys and girls in the fifth grade. The boys wish to travel around the world, and the girls wish to go to Sun Valley, Idaho and to Schenectady, N.Y.

Play drops off in the ninth grade with only 6 per cent of the boys wishing to go to Sun Valley, for the skiing, or for a license to drive a car. Of the girls 16 per cent wish to go on a travel tour, to drive the car, and to ride a saddle horse. Travel was valued by only 1 per cent of the boys and 3 per cent of the girls.

Again in this, the twelfth grade, 10 per cent of the boys chose or wished for an auto, a trip around the world, and a winning team in basketball. In the girls' replies

13 per cent wished to travel, a license to drive, to go to Hawaii, and wealth for travel.

There is a decrease in play and play thing wishes in the upper grades. The twelfth grade is the only level where the responses of the boys show a higher percentage than the girls. Travel is not mentioned in the first grade but is considered valuable in the upper grades. (Table XLIII.)

6. Wishes And Citizenship

The war influenced the wishes of the boys and girls in grades nine and twelve especially, but in the first grade the boys mentioned such things as "Be a soldier", and "A major in the army". These desires did not enter into the girls' wishes.

Of the fifth grade 16 per cent wished to be a soldier, be in the army air corps, or be an aviator; and 5 per cent of the girls wished to go to England to help the sick or to be a nurse.

In grade nine the responses reflected the war. (Table XXXVIII.) While 80 per cent of the boys wished for war to end, peace to come, or some wish concerning the war and its influence, the percentage of the girls was 70.

TABLE XLIII. THE WISHES OF THE BOYS AND GIRLS IN
ALL THE GRADE LEVELS ANALYZED FOR THEIR
LEISURE TIME VALUES

TRAVEL					PLAY			
BOYS			GIRLS		BOYS		GIRLS	
Gr.	No.	%	No.	%	No.	%	No.	%
1	0	0	0	0	41	82	47	84
5	2	3	2	3	27	43	37	59
9	1	1	5	3	5	6	3	16
12	1	2	9	11	4	8	2	3

In grade twelve only 36 per cent of the boys and 46 per cent of the girls made wishes pertaining to the war or peace. Their wishes center more about their own lives and problems. (Tables XXXIV. and XLIV.)

The citizenship values of both the boys and girls reach their peak in the ninth grade level, and then decrease rapidly in the twelfth grade. The boys show a higher percentage than the girls in all grades but the twelfth where the girls are superior.

7. Wishes For Home And Family

Only the first grade boys (18%) and the fifth grade girls (16%) were wishful for things connected with the home and family to any great extent. In the other grade levels the wishes were few and the percents low. (Table XLV.)

The boys show a rapid decline in their wishes for home and family. In the ninth grade the responses show no thought of home or family. There is no evidence of wishes for the family in the replies of the first grade girls. The fifth grade increases to 16 per cent and then declines in the ninth grade to 1.6 per cent and in the twelfth grade to 6 per cent.

TABLE XLIV. THE WISHES OF THE BOYS AND GIRLS
IN ALL THE GRADE LEVELS ANALYZED FOR
REFERENCE TO CITIZENSHIP

Grade	BOYS		GIRLS	
	No.	%	No.	%
1	8	16	0	0
5	10	16	3	5
9	72	80	128	70
12	19	36	37	46

TABLE XLV. THE WISHES OF THE BOYS AND GIRLS IN
EACH GRADE LEVEL ANALYZED FOR HOME AND FAMILY
VALUES

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	9	18	0	0
5	1	1.5	11	16
9	0	0	3	1.6
12	3	6	5	6
6				

8. Interpretations and Comments

The wishes of the first grade boy and girls are to a great extent, for self. They want cars, bicycles, money, to be big, a pony, candy, ice cream, dolls, skiis, snow suits, and the like. Wishes are made for "a daddy", "a big brother", a "baby sister", and "be like Mary". When analyzed these wishes seem to be the desire for protection and to have the things others have or to be like others. They desire playthings and good things to eat such as candy, ice cream, and jelly doughnuts.

The fifth graders are ego-centric in their wishes, only 8 per cent being for others, and these might be interpreted as the desire for action or excitement. The child who desires to go to England and nurse the sick might well wish the experience of the trip and the thrill of being in the heart of things over there, and perhaps the glory and honor of the service which she would render appeals to her. Many of the wishes were for things which might become part of a future vacation. These vocations are chosen for the romantic appeal or the idealistic light which they shed. Entertainment and things which give pleasure are valued as wishes.

There is a complete change in the responses of the

ninth grade, where a high percent of the wishes were for others or influenced the lives of others. The war influence was very great at this age level and the greater part of the wishes show the desire for peace, the hate and fear of the Axis Powers, and the desire for the ruination of the powers of evil which exist in our world today.

The twelfth graders dropped back somewhat from the high standard of altruism and tended to revert to egocentric wishes. However, they still show many altruistic motives in their expressed wish for the end of the war, for the reign of peace in the world again, and for the safety of friends or dear ones in the army or navy. Some of the ego-centric wishes are for a job, for the opportunity to earn money, and for happiness.

CHAPTER VII.

FINDINGS ON THE KINDS OF FRIENDS BOYS
AND GIRLS WANT. RESULTS FROM
QUESTION NUMBER V

1. The Kinds Of Friends Mentioned

Grade I. Of the first grade boys 18 per cent listed people who don't fight, 16 per cent those who are friendly, 14 per cent those who share toys, 12 per cent those who "give me things", 10 per cent funny people, and 8 per cent those who are nice to me.

In the girls' responses 14 per cent chose school mates, 14 per cent "ones I love", 13 per cent nice people, 10 per cent ones "who give me things", 10 per cent funny people, 10 per cent girls, 7 per cent play nicely, and 7 per cent ones to "play with". (Table XLVI.)

Grade V. In this group we find a different standard for their choosing. Of the boys 13 per cent mentioned a good sport, 8 per cent honest friends, 6 per cent loyal friends, 6 per cent friends who don't fight, 5 per cent kind people, 5 per cent dogs, ("They save our lives") and 5 per cent friends who don't lie.

In the responses of the girls 17 per cent named a good

THE

AMERICAN
REPUBLICAN
PARTY

OF THE STATE OF NEW YORK

At a Special Convention of the American Republican Party of the State of New York, held at the City of New York, on the 10th day of May, 1892.

Resolved, That the American Republican Party of the State of New York, do hereby adopt the following platform of principles and policy, to be maintained by its members and agents in the conduct of its political and social activities:

1. That the American Republican Party of the State of New York, is in favor of the preservation of the Union, and of the maintenance of the principles of the Declaration of Independence, and of the Constitution of the United States.

sport, 6 per cent fair and square friends, 6 per cent kind people, 5 per cent cats, 5 per cent freinds who don't get mad, and 5 per cent who don't steal.

Here we find definite standards set up and children choosing their friends in the light of these standards.

Grade IX. This group continues in somewhat the same vein with 8 per cent of the boys mentioning, "they stand up for you", truthful ones, friends who are full of fun, 6 per cent wanted their friends to be educated, 6 per cent demanded that they have a good character, and 6 per cent that they be trustworthy.

Of the girls 15 per cent voted for loyal people, 13 per cent truthful, 10 per cent "true to me", 8 per cent sincere and honest, and 7 per cent straightforward.

It is of interest that the boy who wrote "Devoted but not so much that he or she might become my servant and worship me" is adored by two of the girls in his class who are much more boyish than he.

Grade XII. In the boys' list we find 22 per cent of them for friendly, sympathetic (15 %), loyal (11%), unselfish (4 %), and many others as seen on Table XLIX.

Of the girls 11 per cent chose trustworth and honest, 5 per cent true to me, 5 per cent loyal, 5 per cent thoughtful, and 5 per cent helpful.

In both the girls' and boys' lists we found "don't drink", or "don't smoke."

TABLE XLVI. THE KINDS OF PEOPLE BOYS AND GIRLS

LIKE WHEN IN THE FIRST GRADE

BOYS	No.	%	GIRLS	No.	%
Who don't fight	9	18	School mates	8	14
Who are friendly	8	16	Ones I love	8	14
Who share toys	7	14	Nice ones	7	13
Give me things	6	12	Give me things	6	10
Funny people	5	10	Funny people	6	10
Nice to me	4	8	Girls	6	10
Boys-more fun	3	6	Play nicely	4	7
Dogs	2	4	To play with	4	7
Cousins	1	2	Kittens	2	4
Store keepers	1	2	Share toys	2	4
Anybody	1	2	Boys	1	2
Boys at corner	1	2	Johnny lets me	1	2
			ride bicycle		
			My pony	1	2
Total	50	100	Total	56	100

TABLE XLVII. THE KINDS OF PEOPLE BOYS AND GIRLS
IN THE FIFTH GRADE LIKE

BOYS	No.	%	GIRLS	No.	%
Boys-- good sports	8	13	Good sports	11	17
Honest ones	5	8	Fair and square	4	6
Loyal ones(boys)	4	6	Kind people	4	6
Don't fight	4	6	Cats	3	5
Kind people	3	5	Don't get mad	3	5
Dogs save life	3	5	Don't steal	3	5
Good friends	3	5	Truthful	3	5
Don't lie	3	5	Loyal	2	3
Trusty boys	2	3	Play fair	2	3
Give me things	2	3	Not fresh	2	3
Not fresh	2	3	Play nicely	2	3
Drives a car	2	3	Take me places	2	3
I don't know	2	3	Honest boys	2	3
Pony	2	3	Ponies	2	3
Don't get sore	2	3	Mutual interests	2	3
Nice	2	3	Cats and dogs	1	1.5
Agree with me	2	3	Close relatives	1	1.5
Like to play	2	3	Don't tattle	1	1.5
Don't want friends	1	1.5	Polite	1	1.5
Good pal	1	1.5	Polly Wheeler(gives gifts)	1	1.5
Jeanne,a good pal	1	1.5	Know things	1	1.5
Don't cheat	1	1.5	True friends	1	1.5
We get along	1	1.5	Trustworthy	1	1.5
Clean	1	1.5	Unselfish	1	1.5
Active	1	1.5	Cow boys and girls	1	1.5
Lots of fun	1	1.5	Kind friends	1	1.5
Friendly	1	1.5	Helen	1	1.5
Happy	1	1.5	Kittens-so soft	1	1.5
			Betty and Ellen (they love me)	1	1.5
			Like to play	1	1.5
Total	63	100	Total	63	100

TABLE XLVIII. THE KINDS OF PEOPLE BOYS AND GIRLS
IN THE NINTH GRADE LIKE

BOYS	No.	%	GIRLS	No.	%
Stand up for you	7	8	Loyal	29	15
Truthful	5	6	Truthful	24	13
Full of fun	5	6	True to me	20	11
Educated	5	6	Sincere	14	8
Good Character	5	6	Straight	12	7
Trustworthy	5	6	Ready for fun	16	3.5
Same interests	4	5	Willing	9	5
Neat	4	5	Girls--fun	6	3
True to you	4	5	Mutual	6	3
Helpful	4	5	interests		
Frank	4	5	Christians	6	3
Loyal	3	3	Neat	6	3
Jolly	3	3	Nice person-	5	3
Not jealous	3	3	ality		
Kind	3	3	Clean fun	5	3
Good reputation	2	2	Intelligent	4	2
Sincere	2	2	Frank	2	1
Keeps out of trouble	2	2	Good looking	2	1
Not a wise guy	2	2	Poise	2	1
Woodchoppers	1	1	Likes sports	2	1
Boys(don't play	1	1	Good sports	2	1
you for a sucker)			Polite	2	1
Like me best	1	1	Not a snob	2	1
Cooperative	1	1	Not too	2	1
Dumb but not toodumb	1	1	affectionate		
Sport fans	1	1	Knows life	1	.5
Not snobs	1	1	Peppy	1	.5
Nice	1	1	Musical	1	.5
Generous	1	1	Understanding	1	.5
Grown up sucessful	1	1	Numerous	1	.5
folks			Old and young	1	.5
Ones who like me for	1	1	Don't hang on	1	.5
my self			street corners		
Christians	1	1	Happy	1	.5
			Loves life	1	.5
			Quiet	1	.5
			Serious	1	.5
Total	89	100	Total	183	100

TABLE XLIX. THE KINDS OF PEOPLE BOYS AND GIRLS
IN THE TWELFTH GRADE LIKE

BOYS	No.	%	Girls	No.	%
Friendly	12	22	Trustworthy	9	11
Sympathetic	8	15	True to me	4	5
Loyal	6	11	Loyal Boys	4	5
Unselfish	2	4	Thoughtful	4	5
Make me happy	1	2	Helpful	4	5
Boy friends not gold diggers	1	2	Frank	3	4
Help in trouble	1	2	Understanding	2	3
True girls	1	2	Not two-faced	2	3
Tell secrets to	1	2	Sincere	2	3
Humorous	1	2	Intelligent	2	3
Truthful	1	2	Happy	2	3
Kind	1	2	Not a hypocrite	2	3
Serious	1	2	Loves me	1	1
Knows more than I	1	2	Healthy	1	1
Doesn't know it all	1	2	Good morals	1	1
Good time with	1	2	Good habits	1	1
Likes clean fun	1	2	Don't gossip	1	1
Loving	1	2	Laugh a lot	1	1
Same type as I	1	2	Full of fun	1	1
Can take a joke	1	2	Loves nature	1	1
Kind to animals	1	2	Not loud	1	1
I can get on with	1	2	Cheerful boys	1	1
Don't drink	1	2	Comradely boys	1	1
Sticks by you	1	2	Opinionated	1	1
One I've known for a long time	1	2	Practical	1	1
Dependable	1	2	Capable	1	1
Interesting	1	2	Mutual interests	1	1
Friend in need	1	2	Not a back biter	1	1
			Not a snob	1	1
			Act natural with	1	1
			Not a smoker	1	1
			Musical	1	1
			Clean acting	1	1
			Witty	1	1
			Look up to	1	1
			Proven	1	1
			Privilege to know	1	1

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DEPARTMENT OF CHEMISTRY
RECEIVED

EXPERIMENTAL	
1. Preparation of the compound	2. Physical constants
3. Infrared spectrum	4. NMR spectrum
5. Mass spectrum	6. Elemental analysis
7. Molecular weight determination	8. Other data

TABLE XLIX. CONTINUED

BOYS	No.	%	GIRLS	No.	%
			A variety of ones	1	1
			No false pretense	1	1
			Secretive	1	1
			Follows Golden Rule	1	1
			Shares with you	1	1
			Tell personal problems	1	1
			Confide in them	1	1
			Christians	1	1
			Fair-minded	1	1
			Serious	1	1
			Jolly boys	1	1
			Broad-minded	1	1
			Well behaved	1	1
			Sacrifice for you	1	1
			Help you	1	1
			Won't get you in trouble	1	1
			Laugh with you and cry with you	1	1
Total	53	100	Total	80	100

2. The Range For Each Grade Level

The range of responses for each grade is as follows. In the first grade the boys' range was twelve and the girls' thirteen. In the fifth grade this increased to twenty-eight for the boys and thirty-one for the girls. The increase in grade nine was not so great, as the boys made only thirty-two different replies and the girls thirty-three. In the twelfth grade the boys dropped to thirty and the girls to thirty also. (Table I.)

The range of the responses is not particularly high at any age level, but the higher grades have a wider range than the first grade. The responses of the girls show a greater range than the boys in the fifth and ninth grades.

3. Influences Governing The Choice Of Friends

Grade I. Friends who "do things for me" and are kind or "give me things" are valued by this age group.

Grade V. At this level we find definite standards set up as the criteria for valuing a friend. Thus we find, good sports, honest, loyal, don't fight, kind, and don't lie. Certain individuals are valued as: "Jeanne--a good sport", "Polly Wheeler gives me things", "Helen-- she is never mean", and "Betty and Adelaide love me." (See Table XLVII.) In this group we find

TABLE I. THE RANGE OF THE RESPONSES OF THE BOYS
AND GIRLS IN EACH GRADE LEVEL, AS TO FRIENDS

BOYS			GIRLS	
Gr.	No. Cases	Range	No. Cases	Range
1	50	12	56	13
5	63	28	63	31
9	89	32	183	33
12	53	30	80	30

value given to animals as pets and only one child states he "wants no friends". This boy is "soured" on the world. He is a state ward, anti-social, and is a trouble maker. He has been in a juvenile court and is on probation at present.

Grade IX. The boys and girls desire friends with mutual interests, those who live up to the standards of loyalty, truthfulness, sincerity, trust-worthiness, neatness, and generosity. Friends are valued who are of the same sex. The boys list woodchoppers, and boys, "they don't play you for a sucker". They also like grown up people who are successful and people "who like me for myself." The girls desire "girls, they are more fun", and "both old and young friends." Both the boys and girls mention that their friends must be Christians.

Grade XII. The high standard for friends is still present in the upper grade level. The demand here is for friendly, sympathetic, honest, loyal, unselfish, thoughtful, and helpful friends. There is a desire by the boys for boy friends "who are not gold diggers" and "friends who don't drink." The girls want friends who don't smoke or drink, who are clean acting, follow the Golden Rule and are broadminded.

4. Friends And Leisure Time

The type of friends desired by the boys and girls in the first grade are those with whom they can play or have fun.

In the fifth grade 87 per cent of the boys and 85 per cent of the girls chose friends with whom to have a good time. Such responses were: good sports, don't fight, play fair, like to play, lots of fun, and those "who play nicely."

This trend continues in the ninth grade with 75 per cent of the boys and 71 per cent of the girls choosing friend who: enjoy sports, are ready for fun, enjoy clean fun, like sports, are peppy, and like and are good sports.

In the twelfth grade the responses of the boys showed that 78 per cent chose friends who like clean fun, are humorous, "try to make me happy", and "you can have a good time with". The girls decreased with only 15 per cent wanting friends who are full of fun, laugh a lot, witty, and comradely. (Table LI.)

In the responses of both the boys and girls as to their choice in friends, show a decided trend to decrease in choosing friends for a good time only.

TABLE LI. THE KINDS OF FRIENDS CHOSEN BY THE
BOYS AND GIRLS IN EACH GRADE LEVEL CLASSIFIED
AS TO THEIR LEISURE TIME VALUES

BOYS			GIRLS	
Grade	No.	%	No.	%
1	50	100	56	100
5	55	87	33	85
9	67	75	131	71
12	4	8	8	15

5. Character and Religious Values Desired

In the first grade 18 per cent of the boys and 7 per cent of the girls mentioned values which pertain to the character of their playmates. Such replies were: "Those who don't fight" and "Ones who play nicely. There is no evidence of religious values.

In the fifth grade 20 per cent of the boys and 30 per cent of the girls mentioned character values in the friends whom they liked the best. Such values are: honest friends, loyal friends, those who don't lie, trusted, and unselfish.

Of the ninth grade boys 30 per cent mentioned character ideals and 57 per cent of the girls. Some of the responses are: Christians, good character, sincere, truthful, and sincere.

In the twelfth grade 20 per cent of the boys and 33 per cent of the girls mentioned Christians, loyal friends, trusted, honest, "follows Golden Rule" and dependable. (Table LII.)

TABLE LII. CHARACTER AND RELIGIOUS VALUES
 DESIRED BY THE BOYS AND GIRLS IN EACH
 GRADE LEVEL, IN THEIR CHOICE OF FRIENDS

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	9	18	4	7
5	12	20	18	30
9	27	30	105	57
12	11	20	27	33

6. Interpretations and Comparisons

The first grade chose friends who would give them things, care for them, share toys with them, or play with them.

In the fifth grade we find friends being chosen for their traits of character which are considered valuable. This group chooses certain individuals to give their friendship to in return for presents, love, and help. They choose friends of the same sex and the members of their gang must be good sports and play fair.

In grade nine the list of desirable traits continues to be a criteria for the choice of friends. These standards are held to very rigidly by these boys and girls. Friends are still chosen and preferred from the same sex.

In grade twelve friends are chosen from the opposite sex. They desire that their friends have similar interests and enjoy good, clean fun. They must live up to the ideals which are valued by this group.

CHAPTER VIII
FINDINGS ON THE THINGS BOYS AND GIRLS
LIKE TO DO BEST
RESULTS FROM QUESTION
NUMBER VI

1. Ways In Which They Spend Their Time

When asked what things they liked to do best we were answered in the following responses.

Grade I The boys in this group like to spend their time in playing games(14%), sawing wood(8%), working in a shop (8%), helping daddy(6%), playing be an Indian(6%), ride a bicycle(6%), and hammer things(6%).

The girls like to play nurse(10%), play school(10%), keep house(8%), color(8%), skip rope(7%), come to school (5%), play paper dolls(5%), help mother(5%), and "Play I'm Mother" (5%).

Grade V. In this grade 16 per cent of the boys like to play football, 6 per cent ride, 6 per cent play with electric trains, 5 per cent go fishing, 5 per cent hike, and 3 per cent ski.

The girls enjoy ice skating(10%), horsebackriding(8%), skiing(8%), riding(8%), and working for mother(5%).

Grade IX. Of the boys 7 per cent enjoy football, 7 per cent fishing, 6 per cent going to big games, 6 per cent hiking, 6 per cent making planes, and 6 per cent hunting.

Of the girls 14 per cent chose out of door sports, 10 per cent dancing, 8 per cent skating, 8 per cent knitting, 6 per cent reading, and 6 per cent going to the movies.

Grade XII. From the boys' responses we find 9 per cent who enjoy sports, 8 per cent who like to spend the evening with their girl, 5 per cent who like to meet girls their own age, 5 per cent who like to play basketball, and 5 per cent like to drive girls out in the car.

Of the girls 13 per cent like to keep books, 9 per cent like to draw and dance, 8 per cent enjoy reading, 6 per cent think it nice to have fun with the boys, and 6 per cent like to dance. (Tables LIII., LIV., LV., and LVI.)

TABLE LIII. THE THINGS THE BOYS AND GIRLS IN THE
FIRSTGRADE LEVEL LIKE TO DO BEST

BOYS	No.	%	GIRLS	No.	%
Play games	7	14	Play nurse	6	10
Saw wood	4	8	Play school	6	10
Work in shop	4	8	Keep house	5	8
Help daddy	3	6	Color	5	8
Be an Indian	3	6	Skip rope	4	7
Ride a bicycle	3	6	Come to school	3	5
Hammer things	3	6	Play cow girls	3	5
Make boats	3	6	Play paper dolls	3	5
Go on picnics	3	6	Help mother	3	5
Come to school	3	6	Play I'm mother	3	5
Play keep store	3	6	Play dolls	3	5
Make presents	2	4	Go visiting	3	5
Ride in a car	2	4	Roller skate	2	4
Play with cart	2	4	Swing high	2	4
Play jackstones	1	2	Sew beads	1	2
Play pirates	1	2	Make rings	1	2
Play pirates	1	2	Sing	1	2
Play electric train	1	2	Play Indian's	1	2
Live	1	2	mother		
Build houses	1	2	Play with kitty	1	2
Total	50	100	Total	56	100

TABLE LIV. THE THINGS BOYS AND GIRLS IN THE FIFTH
GRADE LIKE TO DO BEST

BOYS	No.	%	GIRLS	No.	%
Play football	10	16	Ice skate	6	10
Ride	4	6	Ride horseback	5	8
Play elec. train	3	5	Ski	5	8
Go fishing	3	5	Ride bicycle	3	5
Hike	3	5	Work for mother	3	5
Ski	2	3	Read	3	5
Play piano	2	3	Roller skate	3	5
Ride bicycle	2	3	Help aunt	3	5
Make planes	2	3	Play with friends	2	3
Play	2	3	Paint-color	2	3
Watch races	2	3	Do arithmetic	2	3
Work in shop	2	3	Write stories	2	3
Swim	2	3	Football	2	3
Sports	1	1.5	Embroider	2	3
Play baseball	1	1.5	Go to show	2	3
Milk cows	1	1.5	Play tennis	2	3
Drive oxen	1	1.5	Go on trips	1	1.5
Run a car	1	1.5	Dance	1	1.5
Be an American	1	1.5	Go to Washington	1	1.5
Run trains	1	1.5	Teach school	1	1.5
Run on track	1	1.5	See Grandma	1	1.5
Go to college	1	1.5	Sing and yodel	1	1.5
Make a shack	1	1.5	Draw	1	1.5
Work on chemistry	1	1.5	Dance and sing	1	1.5
Go shopping	1	1.5	Swim	1	1.5
Look at planes	1	1.5	Have a family	1	1.5
Climb trees	1	1.5	Hike	1	1.5
Skate	1	1.5	Sports	1	1.5
Hear the priest	1	1.5	Go to Jersey City	1	1.5
Whistle	1	1.5	Do skits	1	1.5
Radio work	1	1.5	Go to school	1	1.5
Play harmonica	1	1.5	Have fun	1	1.5
Play violin	1	1.5			
Farm	1	1.5			
Play jazz	1	1.5			
Fly planes	1	1.5			
Play clarinet	1	1.5			
Total	63	100	Total	63	100

TABLE IV. THE THINGS BOYS AND GIRLS IN THE NINTH
GRADE LIKE TO DO BEST

BOYS	No.	%	GIRLS	No.	%
Play football	6	7	Out door sports	26	14
Fish	6	7	Dance	20	11
Go to big games	5	6	Skate	14	8
Hike	5	5	Knit	14	8
Basketball	5	6	Read	10	6
Make planes	5	6	Go to Movie	10	6
Hunt	5	6	Listen to music	8	5
Putter around car	5	6	Go to school	8	5
Sports	4	5	Ski	6	3
Keep mind and body occupied	4	5	Lat	6	3
Work on engine	3	3	Hike	5	3
Cook	3	3	Visit friends	5	3
Ride horseback	3	3	Play in band	5	3
Go with gang	3	3	Sleep	4	2
Lat	3	3	Talk over fun	4	2
Fight	2	2	Listen to radio	4	2
Draw	2	2	Ride horseback	4	2
Make plans of houses	2	2	Do housework	3	1.6
Read	2	2	Swim	3	1.6
Ski	2	2	Discuss things	3	1.6
Write stories	2	2	Sing	3	1.6
Athletics	1	1	Draw	2	1
Go to Laurel Park	1	1	Go out with boys	2	1
Lots of things	1	1	Get letter from boy friend	2	1
Believe I am happy	1	1	Write stories	2	1
Sleep	1	1	Sew	2	1
Collect sport statistics	1	1	Care for baby	2	1
Work on Chemistry	1	1	Paint	2	1
Help men in woods	1	1	Cook	2	1
Publish paper	1	1	Work in 'Lab'	1	.5
Dance	1	1	Anything I like	1	.5
Listen to radio	1	1	Visit New York	1	.5
Go out with girl	1	1	Type	1	.5
			Nothing at all	1	.5
Total	89	100	Total	183	100

TABLE LVI. THE THINGS BOYS AND GIRLS IN THE TWELFTH
GRADE LIKE TO DO BEST

BOYS	No.	%	GIRLS	No.	%
Sports	5	9	Keep books	10	13
Spend evening with my girl	4	8	Draw and dance	7	9
Meet girls my age	3	5	Read	6	8
Play basketball	3	5	Fun with boys	5	6
Drive girl in car	3	5	Dance	5	6
Eat	2	4	Keep house	3	4
Travel	2	4	Sing	3	4
Go out with my girl	2	4	See boy friend	3	4
Study Science	2	4	Type	3	4
Run in race	2	4	Swim	3	4
Swim	2	4	Knit for soldiers	3	4
All entertaining things	1	2	Make people glad	2	3
Think of past	1	2	Meet people	1	1
Take things apart	1	2	Poetry, read	1	1
Raise horses	1	2	Play trombone	1	1
Build body	1	2	Be with boys	1	1
Earn money	1	2	Discuss things	1	1
Sleep	1	2	Sew	1	1
Dance with my girl	1	2	Enjoy nature	1	1
Work on motors	1	2	Clean fun	1	1
Ride on motorcycle	1	2	Tramp in woods	1	1
Mechanics	1	2	Get fame	1	1
Fishing	1	2	Be a doctor	1	1
Hunting	1	2	Play piano	1	1
Skiing	1	2	Read good book	1	1
"Go on date and neck"	1	2	by open fire		
Know I've done well	1	2	Things I excel in	1	1
Play baseball	1	2			
Do what I want when I want to	1	2			
Dance	1	2			
Read	1	2			
Organize sports	1	2			
Total	53	100	Total	80	100

2. The Range Of The Responses As To What They
Like To Do Best

The range of responses for the first grade boys was nineteen and it was the same for the girls.

The fifth grade boys' responses totaled thirty-seven, and the girls thirty-two.

In the ninth grade the range of the boys was thirty-three and the girls thirty-four.

The boys' range in the twelfth grade was thirty-two and the girls' twenty-seven.

The first grade named fewer than the others. There was very little difference in the fifth, ninth, and twelfth grades. (Table LVII.)

TABLE LVII. THE RANGE OF THE RESPONSES OF THE
BOYS AND GIRLS IN EACH GRADE LEVEL,
AS TO WHAT THEY LIKE TO DO BEST

BOYS			GIRLS	
Gr.	No. Cases	Range	No. Cases	Range
1	50	19	56	19
5	63	37	63	32
9	89	33	183	34
12	53	32	80	27

3. Assistance To Others

Of the first grade boys 10 per cent listed help daddy or make presents. Only 5 per cent of the girls wanted to help mother.

The fifth ~~grade~~ boys did not mention helping others, but 10 per cent of the girls suggested that they liked to work for mother or help aunt.

One ninth grade boy wanted to help the men in the woods, and only 3 per cent of the girls wished to do housework or care for babies.

The twelfth grade boys chose things they like to do best, especially in the light of their own pleasures and interests. Of the girls only 6 per cent wanted to knit or keep house. (Table LVIII.)

4. Proportion Of The Things They Like To Do Devoted To Vocation

Of the first grade boys 6 per cent chose things which might become vocations in the future as: work in shop, or play storekeeper. Of the girls 27 per cent liked to play nurse, play school, and keep house.

Only one fifth grade boy mentioned that he liked to farm, and one girl in this grade liked to teach school.

TABLE LVIII. THE THINGS THE BOYS AND GIRLS IN EACH
GRADE LEVEL LIKED TO DO BEST CLASSIFIED UNDER
FOR SELF AND FOR OTHERS

For Self					For Others			
Boys			Girls		Boys		Girls	
Gr.	No.	%	No.	%	No.	%	No.	%
1	45	90	53	95	5	10	3	5
5	63	100	57	90	0	0	6	10
9	88	99	178	97	1	1	5	3
12	53	100	75	94	0	0	5	6

The ninth grade boys in listing what they like to do mentioned mechanical work, cooking, drawing plans of houses, and writing stories. Of the girls 5 per cent wanted to type, write stories, cook, and sing.

In the twelfth grade we find 8 per cent of the boys interested in work on motors, and mechanics. Of the girls 21 per cent like to type, train to be a doctor, keep books, and get fame. (TableLIX.)

5. Proportion Devoted To Leisure Time

In the first grade 89 per cent of the boys and 59 per cent of the girls like to do things which may be classified under play as: to play games, be an Indian, ride a bicycle, play school, color, skip rope, play cow girls, and play being mother.

In the fifth grade 76 per cent of the boys and 65 per cent of the girls chose to play football, ice skate, ride horseback, ride bicycles, play with electric trains, ski, go fishing, and hike.

Of the ninth grade 67 per cent of the boys and 52 per cent of the girls enjoy football, out-of-door sports, fishing, dancing, big games, skating, hiking, basketball, movies, hunting, and skiing.

There is a decided drop in the twelfth grade when we find 38 per cent of the girls and 32 per cent of the boys choosing sports, dancing, evening spent with girl, fun with the boys, and running in a track meet.

The play interest declines in all of the upper grade levels for both the boys and girls. With the exception of the twelfth grade the girls are not as interested in play activities as shown by their responses as the boys. (Table LIX.)

TABLE LIX. THE THINGS BOYS AND GIRLS LIKE TO DO
BEST CLASSIFIED UNDER LEISURE TIME

BOYS			GIRLS	
Gr.	No.	%	No.	%
1	41	89	33	59
5	48	76	41	65
9	60	67	96	52
12	17	32	30	38

6. Interpretation And Comments

In regarding the responses of the boys and girls in the first grade we find that they are interested in doing things for their own pleasure. This attitude was repeated at all age levels with frequency scores ranging from 90 to 100 %.

There was particular emphasis on vocations by the ninth grade boys and the twelfth grade girls. Although the percent of the first grade girls is high, We are certain that they are not playing nurse with the idea of becoming one, but merely for the mothering of the invalids and for the uniform.

The things they liked to do were chosen from the play standpoint to a great extent in the first grade, but it declined steadily in the other grade levels.

CHAPTER IX
VALUES FOUND BY THIS STUDY

1. Needs And Wishes

We know that to "value" is to appreciate, to realize the worth of those things we need. We satisfy our felt needs with "values".

In the preparation for this study we have consulted many authors to discover their views on "values" and their classification of them. We find that the "Needs" listed by W.C. Trow (1) are best suited to our data and we have used them as heads in our classification. These Needs are:

Food, clothing, shelter
Activity
Effective effort
Beauty
Sex
Security
Prestige
Service

The forces which impel us to action are the Wishes. These wishes have a great variety of complex forms but the classification by W.I. Thomas (2) is well adjusted to our data.

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- (1) Trow, W.C. Introduction To Educational Psychology.
Boston: Houghton Mifflin Company, 1937
pp. 21-32
- (2) Thomas, W.I. Unadjusted Girl. Boston: Little, Brown,
and Company, 1923. pp. 1-4

Thomas has listed them as follows:

1. The desire for new experience
2. The desire for security
3. The desire for response
4. The desire for recognition

We find the wish for security in both classifications, but the other items in Thomas' list develop definite lines of thought and a different viewpoint which will be valuable in our conclusions.

The need for another classification was revealed by our data, that is Domestic affection, care, and the desire to please parents, and the desire for and love of animals and pets.

Therefore those values which we shall consider here and utilize in our conclusions are food, clothing, shelter, activity, effective effort, beauty, sex, security, prestige, service, domestic affection, the desire for new experience, for response, and for recognition.

Food, clothing, shelter are necessary if the individual is to survive. In this list are sleep, rest, water, food, air, warmth, and light. The school provides some of these values, the families are depended on for the rest.

Activity is an important value. The muscles which are not used are apt to waste away or atrophy. In the modern

public school the pupil is allowed great freedom of movement, and the program in physical education is increased.

Children like to do things that have a definite goal which is quite near at hand. They play games to win, they like to develop educational projects if they know how to do it, and have the freedom to go ahead and progress in it as rapidly as they are able. The project method has cut across the unseen boundary lines of subject matter. For example, a project on Switzerland, will enter the fields of geography, history, art, literature, music, art, English, (in writing reports, invitations, planning programs, and so forth.) and arithmetic. All effort must be effective.

Beauty is valued by children, who need to appreciate the inherent loveliness to be found in everything. As Alice Freeman Palmer once advised:

Do something beautiful every day,
Commit something beautiful to memory every day
Look for something beautiful every day.(1)

Beauty should and does enter into the lives through the amusements, religion, and all activities.

Stidger, William L. How To Get The Most Out Of Life.
Chicago: Rodeheaver, Hall, Mack Company,
1939. pp.24-25

Sex information is valued by boys and girls and should not be withheld from them. The natural relationships of boys and girls should be fostered and developed with sympathetic understanding of their problem.

Security is sought by the child. Things are considered important if they satisfy his desires, wants, and needs. He wants things done for him, things given to him, affection, protection, and understanding, from someone who is sympathetic.

Prestige is greatly valued by children. They want to be recognized as individuals, and liked for themselves. They wish to be liked and treated as individuals and equals. They desire to be skilled in some activity, the leader of a club, the most successful in business, the most efficient typist, a great singer, or a member of a great baseball or basketball team.

Service to others is held important to boys and girls, especially as they grow older. Older children are more apt to be anxious to be of service to others, if they have at some time been responsible for the care of some younger brother or sister. Team games are said to foster loyalty to the group on the team.

New Experiences are desired by children. They desire excitement and activity. The younger children want

adventure, tales of daring, hunting trips, and contests of skill, daring, and cunning. All of this appeals to this desire. Any kind of fight will draw a crowd. The organism craves stimulation and seeks expression. Movies, novels, and plays are popular because they adapt to this desire. The desire expresses itself in courage.

Response is related to the love instinct, and shows itself in the tendency to want to be with others and show an appreciation of them. It is the most social of all the wishes and has in it both gregarious and social elements. Examples of this desire are the affection of a child for his parents, of a boy for a girl, or of friends.

Recognition is the expression of a wish for place or standing. In adolescence this takes the place of day dreaming in which the dreamer imagines himself to be the chief actor in some imaginary plot.

2. The Changes In These Values At Different Age Levels

As the child grows mentally and physically his "values" change, or grow stronger. Some things which he valued are lost and their places filled with others.

1. Food, clothing, and Shelter are valued by all grade levels. These three values are necessary if the child is to survive. The adolescent's desire to attract the opposite sex when both boys and girls evince a strong interest in clothes.

The desire for homes of their own is strong in the twelfth grade, but is also valued by the younger boys and girls as things for their parents or simply the expressed wish for a home.

We may safely say that these three values are important to boys and girls and remain so although the value becomes personalized in the desire to start a home of their own among the older children.

2. Play Activity may be generalized as: "What the pupil does, when he does what he wants to."

The first grade pupils like to imitate adults or heroes. Such as play fireman, play nurse, play being a policeman, etc. They enjoy such games as jackstones, tag, ball, Indians, and pirates.

In the fifth grade, the play becomes very active. They enjoy football, baseball, games which require some skill. They like to ride bicycles. The girls enjoy similar activities, but are less active. In the ninth grade, the boys enjoy all active games, organized team games, out-of-door activities such as fishing, skiing, riding horseback, hiking, and dancing.

The girls enjoy out-of-door sports of all kinds. There is an earlier appearance of sex-social interests, as dancing and going out with boys. Their activities are quieter and we find them enjoying movies, knitting, reading, visiting, playing in the band, listening to the radio, singing, writing stories, cooking, drawing, and discussing things in their leisure time.

In the twelfth grade, the boys become interested in dates with the girls and enjoy some activities such as: skiing, hunting, fishing, traveling, sports, running in track meets, and swimming.

TABLE IX. THE NUMBER OF RESPONSES SUGGESTING THE
VALUE OF HOME, FOOD, CLOTHING FOR EACH BOY
AND GIRL IN EACH GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
House	4	8	6	5	3	6	1	1
Candy	4	3						
Cowboy clothes	1							
Raisin bun		1						
Pink dress		1						
Clothes		7		4	8	20		4
Shoes				1				
Skating skirt				1				
Furniture				1		4		1
Cow girl dress				1				
Sodas					1			
Food					1			
Fur coat						1		
Wool for sweater						2		
Necessities					4	14	1	2
Refrigerator							1	2
Ice cream	1							
Jelly dough-nuts		1						

The girls are interested in social affairs, and such activities as singing, swimming, sewing, and reading.

We may conclude that as the child increases in mental and physical growth, the complexity and vigor of his games increases and as he enters adolescence, and throughout it, his leisure values are dominated by sex-social values.

3. Effective Effort. The first grader requires that everything either be for his pleasure or give him satisfaction. There must be some definite goal or end which will fill some need of his. His games give him satisfactory activity and excitement, therefore, he will play Indian, scalp his sister's dolls, shriek, and howl, to his heart's content,- a primitive savage for the time being filling the urge for power, excitement, and perhaps the satisfaction of hearing his sister weep over the loss of her little family of dolls.

The girl cares for a family of sick dolls, nursing them back to health, patiently teaching her kittens or dolls their a b c's, or keeping house, pretending to be mother and cooking all kinds of imaginary dishes. She loves to make things with her hands, especially presents, or bead strings, dolls' dresses, or embroidery, while the brother likes to hammer, and make boats.

In the fifth grade, both the boys and girls like to do things for excitement and the development of skill. They work for marks, are interested in music, for the chance to express themselves. They do beautiful creative work in

TABLE LXI. A SUMMARY OF THE ITEMS WHICH SHOW THE
 VARIED ACTIVITY WHICH CHILDREN VALUE AS SHOWN
 BY THE RESPONSES OF THE BOYS AND GIRLS IN EACH
 GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Play games	7							
Saw wood	4							
Work in shop	4		2					
Play Indians-pirates	4	1						
Ride bicycle	3		2	3				
Hammer things	3							
Make boats	3							
Go on picnic	3							
Play storekeeper	3							
Make gifts	2							
Go in a car	2		4					
Play jackstones	1							
Play with trains	1							
Build houses,shacks	1		1					
Play nurse		6						
Play school		6						
Keep house		5						3
Color or paint		5				2		
Skip rope		4						
Play cow girls		3						
Play paper dolls		3						
Help mother		3						
Play dolls		3						
Roller skate		2						
SWING high		2						
Sew beads		1						
Singor whistle		1	1					
Play football or basket ball			10	2	6			
Fish			3		6		1	
Hike			3	1	5	5		1
SKI			2	5	2	6	1	

TABLE LXI. CONTINUED

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Makes planes			2					
Play			2	2				
Watch races or games			2		5			
Swim			2	1		3	2	3
Sports			1		4	26	5	
Run on track			1				2	
Skate			1	6		14		
Play instrument			2			5		1
Ride horseback				5	3	4		
Write stories				2	2	2		
Embroider or sew				2		2		
Dance				1	1	20	1	7
Travel				2		1	1	1
Hunt					5		1	
Cook					3	2		
Go out with crowd					3			
Go out with boy						2		
Go out with my girl					1		4	
Draw					4	2		7
Go on date and neck							1	
Knit						14		3
Read						10	1	6
Go to movies						10		
Type						1		3
Collect sport statistics					1			
Organize sports							1	
Keep books								10
Fun with boys								5
Meet people								1
Enjoy nature								1
Make people happy								2

projects and the results are effective. They want to be expert in what they do, to be supermen, and above all, to be grown up.

In the ninth grade, they play in team games for the joy of winning. One boy's greatest wish was for his team to win. They like to make plans of houses, cook, write stories, collect sport statistics, publish the school paper, and work on a chemistry set.

The girls like to care for babies, type, write stories, sew, draw, work in the laboratory, knit, go to school, and discuss things.

The value has changed from one of personal satisfaction to a desire for results which are far-reaching. They study to learn more, they care for babies because it satisfies the innate love of children which is every girl's heritage.

In the twelfth grade, the effective efforts are inter boy and girl relationship, and for personal development. Both boys and girls are thinking of the things they do in relation to their influence upon the opposite sex.

The changes in the effective effort value seem to be the lessening of the desire for extreme activity and excitement to one of sex-social effort. The appreciation of skill grows with age and the desire for marked ability in some line is valued more and more as the pupil grows older.

TABLE LXII. A SUMMARY OF THE ITEMS WHICH REFLECT
EFFECTIVE EFFORT AS SHOWN BY THE RESPONSES
OF THE BOYS AND GIRLS IN EACH GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Help daddy	4							
Hammer things	3							
Make boats	3							
Make presents	2							
Build houses	1							
Play nurse		6						
Sew beads		1						
Play football			10		6			
Fishing			3		6		1	
Make a shack			1					
Study music			4			5		
Paint-color				2		2		
Organize sports							1	
Earn money							1	
Write stories					2	2		
Write poetry								1
Make people happy								2
Study Science							2	
Type						1		3
Care for babies						2		
Hunt					5		1	
Work on engines					3			
Cook					3	2		
Draw				1	2	2		
Knit						14		3
Publish sch. paper					1			
Sew			2			2		
Go to school				1				

4. Beauty: is a basic need. It is as important as breathing to the child. The elements of beauty are rhythm in movement and sound, and in form and color. It is in the various forms of religious expression. Pupils must be taught to appreciate the beauty which lies about them. Many times "they have eyes and see not, and ears that hear not" the beauty around.

It is only when their eyes are opened to it that they see beauty and feel it. I shall never forget the morning a little Polish boy, the "tough guy" of the neighborhood, came to me with some pussywillows. "They wuz in the swamp," he informed me, "but they looked like real kitties so I getted them for you." Another day he informed me that an oriole's song "hurtet" him.

The first grade boys like to express their value of beauty by making things such as boats, planes or presents for people. If these first grade boys appreciated anything beautiful for beauty's sake, they aren't telling about it.

The girls of this grade appreciate the beauty of dancing music, handicrafts, a golden ring, a watch, and a pink silk dress.

In the fifth grade we find both boys and girls liking to play instruments of some kind, desiring to conduct orchestras or to play in bands. The girls express their desire for a "dream house", a palace, a house on the hill, and such.

In the ninth grade, beauty is appreciated for its own sake. They like the motion and the rhythm of dancing,

they enjoy music of all kinds, they wish to be artists, to arrange hair beautifully, to travel and see the beauty around them, and to have fur coats.

This is still farther developed in the twelfth grade. Dancing is valued, the girls enjoy music(perhaps the boys hated to admit it). They value this ability to express beauty and want to become artists, musicians, designers, hair dressers, and do handiwork.

The beauty value, then, changes from the crude expression of the first grader in his toy boats which he has 'carved' to the creative desire of the older boys and girls. Beauty develops as the appreciation and need of it grows.

5. Sex. Sex discrimination was found in grade one when three boys wanted to play with boys "because they are more fun." One little girl liked to play with Johnny because "he let me ride his bicycle."

In the fifth grade, the desire is for friends of their own sex, but one boy does like to play with Jeanne. The girls have their particular chums with whom they like to play. There is no evidence of a desire for the opposite sex in my data for the ninth grade.

In the twelfth grade, the desire for friends of the opposite sex is very strong, but they must live up to the standards set by the girls.

The changes, then, are as follows: the sex interest usually starts with the love of a child for his parents. This is transferred to the teacher, the principal, or to some ideal when he enters school. Later, his affection centers upon his gang or crowd, usually of the same sex. In adolescence, the affection shifts to the opposite sex, and finally centers upon one person.

6.Security. It is the right of every child to have security and protection until he becomes old enough to care for himself.

The first grade child values people for what they do for him. His parents care for him, support him, and see that his immediate needs are fulfilled.

The fifth grade child accepts this protection and care as expected.

In the ninth grade, we find the pupils voicing appreciation of the care and protection which have been theirs during their period of growing up.

The twelfth graders are quite grown up and looking forward to careers or homes of their own. They are breaking away from family ties and are ready to face life on their own two feet.

This is summed up interestingly by a fourteen-year old girl with a mental age of eighteen years. This young lady did not answer the questionnaire. She said, as follows:

"The young people have a smaller world. Their whole interest is in their environment. When they are small, their parents

TABLE LXV. A SUMMARY OF ITEMS WHICH REFLECT THE
 DESIRE FOR SECURITY AS SHOWN BY THE
 RESPONSES OF THE BOYS AND GIRLS IN EACH
 GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Bank the money			13	15	20	42	6	7
Vocational Ed.					16	12	3	16
Security for mother					1	1		
Invest in Trade stables							1	
Pay debts							2	3
He cares for the country	2		1				1	1
He will stop war	2				2	3	1	1
He won't let us be bombed	1							
God takes care of us	2	3	1	1				
Parents take care of us	1	1	1	3	2			3
Jesus takes care of me	1	1						
God can stop Hitler						1		
Parents support us						2		
Father gets me out of trouble							1	
Money							5	
\$5000 income yearly							1	
Wealth								1
World peace					1	32	7	9
Chance to earn							1	
A million dollars				1				
Mother live forever				1				
Father get well				1				
Own a bank			2					
A daddy	1							
A billion dollars	1							

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

OF AMERICA

FROM 1776 TO 1876

Year	Event
1776	Declaration of Independence
1787	Constitution adopted
1791	Bill of Rights adopted
1800	Washington becomes first President
1803	Louisiana Purchase
1812	War of 1812
1820	Missouri Compromise
1824	Andrew Jackson becomes President
1830	Indian Removal Act
1840	Whig Party founded
1845	Texas Annexation
1848	California Gold Rush
1850	Compromise of 1850
1854	Kansas-Nebraska Act
1857	Dred Scott Decision
1860	Abraham Lincoln becomes President
1861	Civil War begins
1863	Emancipation Proclamation
1865	Civil War ends
1868	Reconstruction Act
1870	Reconstruction ends
1876	Rutherford B. Hayes becomes President

do everything for them. As they get into high school, they know what has been done for them and they appreciate it. When they grow up (later adolescence) they become wise to the world and their parents mean less to them. They find out the world is not so generous and kind, so they try not to be either."

7 Prestige All the children wish to be recognized by those about them. They wish to be important in their own dominion.

The first grade boys always want to be the leader of a band of Indians, or the leader of pirates. They expect people to be nice to them and to do what they wish. The girls value people if they are nice to them and play with them.

In the fifth grade we find the boys wanting friends who agree with them, get along with them, who are good pals. The girls want friends with mutual interests, those who love them, and play nicely.

The ninth grade boys expect their friends to live up to high standards, which have bearing upon the feeling of the prestige in the pupil, as: same interests, loyal to me, true to me, not jealous of me, those who like me best, and people who like me for myself. The girls follow the same trend, demanding of their friends mutual interests, politeness, good sports, and "not stuck-up".

TABLE LXVI. A SUMMARY OF ITEMS WHICH DENOTE THE
 DESIRE FOR PRESTIGE AS SHOWN BY THE RESPONSES
 OF THE BOYS AND GIRLS IN EACH GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Be the president	1							
A big man	1							
A doctor	2			1	2	1		1
Milkman	1							
Carpenter	3		2					
Conductor	2							
Fireman	4							
Soldier	8		1					
Farmer	5							
Janitor	5							
Engineer	5		4				1	1
Nurse		18		17		54		7
Teacher		12	2	8	7	38	2	
Dancer		3						
Be great in all I do				1	1			1
Great soloist				1	1			1
Champion typist								1
Sing in a large hall								1
Success					1		2	
Truck of my own							1	
Perfect flier					1			
Superman			1					
Own airport			1					
Own a bank			2					
Conduct orchestra			3					
Buy houses for poor			2					
Be good to all			1					

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1		2		3		4		5		6		7		8		9		10	
1		2		3		4		5		6		7		8		9		10	
1		2		3		4		5		6									

The desire to be liked by the opposite sex is evinced in the responses of grade twelve when they list friendly girls, true girls, loving friends, and they continue with "same type as myself", and "stick by you."

The girls desire trusted friends, loyal boys, thoughtful boys, cheerful boys, people it is a privilege to know, and jolly boys.

8. Service. The desire to do things for others shows wide differences in the amount of service behavior mentioned in the responses.

There is no evidence of a desire for service in the data obtained from the first grades. The teachers tell me, however, that they love to help her in the tasks around the classroom, and they seem to enjoy bringing flowers and apples to her. At Thanksgiving and Christmas these children brought in a great deal of material with which to fill baskets for the poor and sickly.

In grade five we find both the boys and girls valuing occupations which will enable them to render service to others.

The desire for service reaches its peak in the ninth grade and dwindles away in the twelfth.

We may conclude that service is valued by fifth graders, it is extremely high or important in early adolescence, and then weakens in the face of personal ambitions in the twelfth grade.

TABLE LXVII. A SUMMARY OF THE ITEMS WHICH SHOW
 THAT SERVICE IS VALUED BY THE RESPONSES OF
 THE BOYS AND GIRLS IN EACH GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Teacher			2	8	7	38	2	3
Nurse				17		54		5
Mechanic			2		6		3	
Farmer			2		4			
Soldier			1		4		1	
Doctor			1	1	2	1		1
Minister					1			
Any thing to help						2		
Surgeon						2		
Chemist						1		
Scientist						1		
Run orphanage						1		
Defense Work							3	1
Service							1	

9. Domestic Values. Love of family is very important in the lives of boys and girls. At the first grade level we find the desire for younger and older brothers and sisters, the desire of an illegitimate boy to have a daddy like the other children.

The desire for pets is mentioned often and is very important. The boys wish for a mother dog and lots of puppies, a pony; and the girls wish for kittens and dogs.

The responses in grade five are for a pony, a puppy, to see grandparents, a mother, horse, and that "Mother would live forever", "Father would get well." There is also a wish for happiness for the family.

In the ninth grade, desire is expressed for a black saddle horse, a horse and carriage, and that mother become well again.

In the twelfth grade the boys wish to care for mother, everything for parents; and the girls desire money for the family.

In summarizing we may say that the attitudes toward home and family change from dependence upon and a desire to be liked to an appreciation of what they have done as parents, and the desire to do something in return for the care and protection.

TABLE LXVIII. SUMMARY OF ITEMS PERTAINING TO
DOMESTIC VALUES AS SHOWN BY THE RESPONSES
OF THE BOYS AND GIRLS IN EACH GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
Dog	10	2	4	1				
Horse or pony	3	3	12	14	3	2		
Kitty		4		4				
House for Mother			3					
Gifts for mother		1		1		8	2	2
Give to father			1					
A cow			1					
Things for family				12	4	13		6
Baby Sister	1			1				
For parents				8			2	
Family bills							2	1
Mother is important	5	8	12	7	6	10	2	10
Parents are "	8	6	7	7	6	8		9
Grandpa		3						
Father							2	
Be a mother		13						
Be married								4
Wife of a good man								2
Big brother	1							
A daddy	1							
Daddy go to Detroit	1							
Help mother	3			3		3		
A sister	1			4				
See grandparents				1				
Mother live forever				1				
Mother well						1		3
Brother return						2		
Have a big family								1
Play I'm mother		3						
Play with kitty		1						
Discuss things with family								1

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TABLE LXIX. A SUMMARY OF THE ITEMS WHICH SHOW THE
 DESIRE FOR NEW EXPERIENCE AS SHOWN BY THE RESPONSES
 OF THE BOYS AND GIRLS IN EACH GRADE LEVEL

ITEMS	1B	1G	5B	5G	9B	9G	12B	12G
606								
Own a pony	3	2	5	8		2		
Go to the circus	1							
Play a clarinet			2					
Run a race car			1					
Buy a bomber					1			
Own an airplane			1		1			
Buy a cow			1					
Go to college			4	3	4	3	3	5
Have a new home		4						
Be like Mary		1						
Travel			2	2	1	26	2	12
Get married								10
Be a soldier	8		1		4		1	
Own a motorcycle					1		2	
Own a jalopy					1	2		
Conduct an orchestra			3					
Pilot a plane			4	4				
Be old enough to fight					1			
To be big	2		6					
To run away	1							
Not to go to school	1							
To be interested in English					1			
Live as natives in Hawaii								1
Join Tigers in China					1			
Own a farm			3					
Be allowed to do what I want to do						1		

3. The Use Which May Be Made of This Information by the Teacher.

Teachers should always keep in mind the goal of all school education. The pupil is not only to become able, but also to become willing to fulfill the ideal aims of life. The desire for pleasure and the dislike of pain are motives in his daily life, but the ideal aims will not become impressed upon the pupil's mind if they are not stressed. The child must be educated toward the enthusiastic belief in the absolute value of the ideal loyalty.

No matter how rich the instruction may be in a classroom, the work of inspiration and appreciation gives character and direction to it.

The ethical values of social and historical life, the aesthetic values of literature, music, and art, the values of consistent thinking, and the natural laws must be impressed upon the minds of the children that they may gain concepts and knowledge for more abundant living.

In education values may be conserved or lost. Too often in the dull routine of lesson learning, the children never are brought face to face with the vital issues of life.

We believe that a need is the recognition of an individual's inability to possess or control something which he considers valuable. The first step of the teacher in stimulating effective learning is to create a felt need or

bring about, by the pupil, a recognition of his own inefficiency or inability, and make him certain that if he does the assignment or task it will help to satisfy the need.

These values must satisfy three conditions, namely:

1. The value must be one which can be appreciated immediately.
2. It must be compatible with our educational objectives.
3. The relation between the value and the outcomes of doing the exercise must be intrinsic.

The teacher must be tactful in securing an appreciation of potential values, because appreciation involves an emotional response, and if the teacher attempts to force the matter, she is very likely to defeat her purpose.

The appreciation of values is very like a chain letter. The recognition of one value and an endeavor to control it usually leads to the appreciation of other values.

When the teacher discovers some value which is recognized by the pupil he then has the foothold for securing an appreciation for a group of related values. In this way teachers have been able to arouse a pupil's interest in school work, when previously he has been indifferent or even hostile to it.

Since a need is the recognition of the inability to

possess or control an active value, the first step in creating a need is to select an appropriate value. Then it is necessary to cause the student to become aware that he does not possess or control this value.

Determining appropriate values is closely connected with the determination of objectives. Appropriate objectives are appropriate values.

It is important that the values be intrinsic. It is not easy to get high school students to appreciate worthy, intrinsic values, so, too often, teachers substitute artificial ones, such as going to college, good marks, prizes, and so on. It is perhaps justifiable to use as a motivating force the requirement that the pupil must have certain grades in order to "make the team", but the ordinary use of artificial motivation tends to develop antagonism in case of rivalry, competition and prizes, and apathy to studying in later life.

In order to help pupils in gaining an appreciation of values, a teacher can start with one which is already appreciated and secure the appreciation of another by showing how it relates to the first.

School work may be motivated by the following:

1. Interest
2. Felt need
3. Definite objectives which may be set before the group.

4. Giving Assignments which specify definite exercises.
5. Attitudes and ideals.
6. Emulation.
7. Discipline of Natural Consequences.
8. Create a need by a pretest.⁽¹⁾

This study has attempted to determine the 'values' of children upon which the teacher may base her motivation. We have recognized individual differences in that values differ for different ages and also for children of the same age. The teacher's appeal must be made to those things which are considered valuable by the group she is teaching. She must remember that her values may be, and probably are, entirely different from theirs and those things which she appreciates may have no importance to the children.

If life and education are not controlled by a search only for pleasure, then education is not a cheap, hopeless, and meaningless task, but rather the work of the teacher is valuable and enriching.

(1) Monroe, Walter S. Directing Learning in the High School. New York: Doubleday, Page and Company, 1927. pp.97-110.

CHAPTER X

SUMMARY

In 'Value' lies one of the most subtle and elusive factors of human functions, and one which calls for careful study because of its fundamental place in conduct.

A person has or feels a need when he recognizes that he is unable to possess or control something which he considers valuable. This something is a 'value'.

As we grow mentally and physically, our 'values' change. The use of values as a motivating force brought about the problem which we are facing in this research, namely: what changes in values take place at different age levels ?

What are the significant changes from one age group to another ?

Are any values retained through all age levels ?

What sex differences are there in these changes ?

How can we utilize this knowledge in our classrooms ?

As there was not sufficient data to set up a working hypothesis for an experimental attack on the problem, it seemed necessary to make recourse to the questionnaire.

After much research in the field, six questions were formulated. (See Appendix 1). These questions were tried out on four children from grades 1, 5, 9, and 12 in an attempt to discover if the responses would be usable.

It was necessary to reword some of the questions, as the wording in some places was far too difficult for first graders, and in others, too childish for twelfth graders.

The first graders were interviewed and their responses noted. Care was taken during the interview to maintain an impartial attitude. When necessary, the meaning of the question was explained with the precaution not to give ideas which might influence the responses.

A total of six hundred and thirty-seven responses were received; one hundred and six from grade one, one hundred and twenty-six from grade five, two hundred and seventy-two from grade nine, and one hundred and thirty-three from grade twelve.

The mean of the mental ages for the different grade levels was: six years ten months in the first grade; eleven years in the fifth ; fifteen years, four months in the ninth; and eighteen years, five months in the twelfth grade.

After all of the responses were in, the responses were classified under the following heads:

1. Most Frequently Mentioned Items.
2. Range
3. For Self- For Others
4. Vocational Interests
5. Leisure Time (Play-travel)
6. Citizenship
7. Home and Family

8. Fanciful and Practical
9. Religious
10. Idealistic and Romantic

Believing that a 'value' fills a felt need, I took
(1)
the list of needs as determined by Trow and classified my
data under the following needs:

1. Food, Clothing, Shelter
2. Play Activity
3. Effective Effort
4. Beauty
5. Sex
6. Security
7. Prestige
8. Service

My data made it necessary to add: Domestic Affections.

Those forces which impel us to action are the wishes
which we have. There are many complex forms of these wishes,
but the following classification by Thomas (2) seemed to
fit the data.

1. The desire for new experience.
2. The desire for security
3. The desire for response
4. The desire for recognition

(1) Trow, William C. Introduction to Educational Psychology.

(2) Thomas, William I. The Unadjusted Girl. p.4.

From this data we may draw the following conclusions:

1. Values change as we grow mentally and physically.
2. Those things which first grade boys and girls value are pertinent to their own pleasure and welfare. They are egocentric and self-centered.
3. The first graders may be motivated by those things which appeal to their imagination, and give them a chance to pretend or imitate other persons.
4. The fifth graders value activity and strenuous play. They appreciate skill and marked ability and daring.
5. The fifth grader may be motivated by marks, results in the not too distant future, and a chance to create or make something.
6. Membership in a gang is very important in the lives of the pupils in grade five.
7. In the ninth grade, the pupils are apparently not so selfish.
 - a. They desire to render service.
 - b. To repay the debts they owe their parents.
 - c. They enjoy organized team games of the active type.
 - d. They appreciate beauty and wish to create it.
 - e. They play to win and demand skill in their friends and team-mates.
 - f. They are interested in their 'set' which is usually made up of both boys and girls.
8. From the data obtained, we may conclude that the twelfth grade pupils value:

- a. Homes of their own, marital happiness, and future families.
 - b. A vocation or job by which to become financially independent.
 - c. Inter boy and girl relationships and the friendship of some particular girl or boy.
 - d. Less boisterous activity such as: watching games, sewing, reading, singing, and writing.
 - e. The ability to express beauty such as music, art, designs, and handwork.
 - f. The friendship of the opposite sex.
9. The desire or wish for prestige, food, clothing, shelter, security and response are very strong at all age levels.
10. The desire for security, although present to a great extent in all grades, changes from the wish for personal care and protection by the parents, to a wish for a job by which the child may become self-supporting.
11. Activity changes from individualized games by the first grade to team games which require great skill and ability in the upper grade levels.
12. Service changes from the desire for care and affection which the younger child demands and expects from his parents, to the desire to aid and to be of service to others in the world.

13. Sex, in the first grade, is expressed by the love of parents, or teachers. This changes by the fifth grade to a desire for friends of the same sex. By the ninth and twelfth grades there is a definite desire for friends of both sexes which finally centers upon one particular friend of the opposite sex.
14. The activities chosen by girls are less active than those chosen by boys.
15. Girls become sex-social far earlier than boys.
16. The motivations for the first grade must appeal and be within their interest range. The results must be obtainable within a short time.
17. The motivation for the twelfth grade may be practical, such as: one practices typing in order to become skillful enough to procure a position.

APPENDIX

NAME:

SCHOOL:

GRADE:

NATIONALITY:

1. If you had one thousand dollars given to you to buy anything you wanted to, what would you buy with it?
2. Name the person you think is the most important person in the world. Why did you choose him or her?
3. What vocation would you like to follow after you finish school?
4. If it were possible for you to have any one wish of yours granted, what would that wish be?
5. What kinds of friends do you like best? Why,
6. What do you like to do better than anything else?

Above is a copy of the questionnaire used in the study.

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